USCS — Your University of the Upstate!

1995-96 Catalog

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University of South Carolina Spartanburg

1995-96 CATALOG

About the Cover ...

Students gather in the University's newest building, the **Campus Life Center**. The 55,000-square-foot facility is the center of campus activity and the focal point of future growth onto the North Campus. The Center houses dining services, the bookstore, Student Affairs, the Counseling and Career Services Center, student organization offices, student publication offices, several meeting rooms, a game room, a television room, and an automated teller machine. It is a gathering place for student organization and community meetings, receptions and other events.

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The University of South Carolina-Spartanburg reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations when in the judgment of the faculty, the chancellor, the president, or the board of trustees such changes are in the best interest of the students and the university.

Registration at the university assumes the student's acceptance of all published academic regulations, including those which appear in this catalog and all others found in any official announcement.

The University of South Carolina-Spartanburg is committed to a policy of affirmative action which assures equal opportunity in education and employment to all qualified persons regardless of race, sex, religion, creed, handicap, disability, veteran status, national origin, or ancestry.

I certify that this catalog is true and correct in content and policy and states progress requirements for graduation.

John C. Stockwell
Chancellor, USCS

The University of South Carolina-Spartanburg catalog is published yearly at Spartanburg, South Carolina.

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Academic Calendar, 1995-96

Fall 1995

Aug. 28, Monday	Classes begin
Aug. 30, Wednesday	Last day to change a course or drop a course without a grade of W being recorded
Sept. 4, Monday	Labor Day
Oct. 16-17, Monday-Tuesday	Fall break
Oct. 25, Monday	Last day to withdraw without a grade of WF being recorded
Nov. 23-24, Thursday-Friday	Thanksgiving break
Dec. 11, Monday	Classes end
Dec. 12, Tuesday	Reading Day
Dec. 13-19, Wednesday-Tuesday	Final examinations
Dec. 20	Convocation honoring December graduates

Spring 1996

Jan. 15, Monday	Classes begin
Jan. 17, Wednesday	Last day to change a course or drop a course without a grade of W being recorded
March 11, Monday	Last day to withdraw without a grade of WF being recorded
April 1-5, Monday-Friday	Spring break
April 26, Friday	Classes end
April 29-May 3, Monday-Friday	Final examinations
May 7, Saturday	Commencement

Summer Session I 1996

May 29, Wednesday	Classes begin
May 29, Wednesday	Last day to change a course or drop a course without a grade of W being recorded
June 18, Tuesday	Last day to withdraw without a grade of WF being recorded
July 1, Monday	Classes end
July 2-3, Tuesday-Wednesday	Final examinations

Summer Session II 1996

July 7, Monday	Classes begin
July 7, Monday	Last day to change a course or drop a course without a grade of W being recorded
July 27, Monday	Last day to withdraw without a grade of WF being recorded
Aug. 7, Wednesday	Classes end
Aug. 8-9, Thursday-Friday	Final examinations

The University

The University of South Carolina-Spartanburg is a coeducational, state-assisted, four-year metropolitan institution. USCS offers bachelor's degree programs in the liberal arts, sciences, business administration, nursing and teacher education; the associate degree in nursing; and master's degrees in education.

Undergraduate enrollment in the fall of 1994 was 3,292. The faculty totaled 238 — 142 full-time faculty, 20 administrators who also hold faculty rank, and 76 part-time faculty members. Faculty members hold advanced degrees from a broad representation of colleges and universities.

USCS is located near the foothills of the Blue Ridge Mountains. The 298-acre campus has eight major buildings, plus athletic fields and a child development center.

Accreditation

The University of South Carolina-Spartanburg is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees and bachelor's degrees and is a candidate for accreditation to award the master's degree. Nursing programs are accredited by the National League for Nursing. Education programs are accredited by the National Association of State Directors of Teacher Education and Certification.

Mission Statement

USCS is a comprehensive public university and a senior institution of the University of South Carolina. Its primary mission is the delivery of undergraduate baccalaureate education to the Upstate of South Carolina. In addition, USCS grants the associate degree in nursing, offers master's degrees in response to regional demand, and supports the Graduate Regional Studies Program.

USCS is a "metropolitan university," that is, a university which accepts its relationship to its surrounding cities, their connecting corridors and expanding populations as its fundamental reason for being. Its primary mission is to provide higher educational opportunity to the citizens of South Carolina's "metropolitan" Upstate.

Programs and services are designed for students who are diverse in background, age, race, ethnicity, educational experience, and academic goals, students who are drawn in large proportion from the Upstate where most choose to remain for their careers.

The mission rests upon a foundation of partnerships with the educational, corporate, cultural, and service organizations of the metropolitan Upstate. USCS provides leadership in addressing the Upstate's educational needs and promotes the Upstate's economic and technological development through its curricula, educational outreach, basic and applied research, and professional services.

USCS strives for clarity in its focus on the higher education needs of the Upstate and for the highest levels of quality in meeting those needs.

Vision Statement

USCS will emerge by the turn of the century as one of the Southeast's leading metropolitan universities, translating the quality of the University of South Carolina to fit the unique demands of the metropolitan Upstate.

USCS will be recognized nationally among its peer metropolitan institutions for its excellence in education and commitment to its students, for its involvement in the Upstate, for its operational and management effectiveness, for its civility and common purpose, and for the clarity and integrity of its mission.

History

The history of the University of South Carolina-Spartanburg is a chronicle of remarkable development. In 26 years, USCS has grown from a small, two-year campus into an important center of higher education for the entire metropolitan Upstate.

USCS was established primarily to avert what could have been a serious health care problem. In 1967, the Spartanburg General Hospital announced it was phasing out its diploma program for registered nurses. A citizens' committee investigated the situation and ultimately requested that Spartanburg be included in the University of South Carolina system.

The Spartanburg Regional Campus, as the two-year school was first known, opened its doors in the fall of 1967 to 177 students, many of whom pursued an associate of science degree in technical nursing. The first classes met on the first floor of the Spartanburg General Hospital nursing residence. As enrollment grew, classes expanded into the old County Health Department building. In 1969 the first building was opened on the permanent campus on the northern outskirts of Spartanburg.

Rapid growth soon made USCS a candidate for four-year status under the provisions of a 1972 legislative act. In the fall of 1975, the Spartanburg Regional Campus officially became the University of South Carolina-Spartanburg and the first twelve bachelor degree programs were approved by the S.C. Commission on Higher Education. Enrollment and academic offerings have grown steadily since then.

From its beginning, USCS has operated in partnership with school districts, health care institutions, businesses and industries to develop academic and public-service programs tailored to the needs of the region it serves.

Public Service

In addition to academic excellence, USCS is dedicated to public service activities. Among the university's initiatives in this area:

The Science Education Center, in the School of Education, has received national recognition for its programs to improve the teaching of science in elementary and secondary schools. The National Science Foundation recently awarded a $622,000 grant to USCS for a four-year project to improve mathematics education in middle and high schools in the area.

The Quality Institute at USCS provides a wide range of quality-improvement programs and related employee development opportunities for companies in the region.

In 1993, USCS launched a new public-service initiative: the **Saturday Academy for Selected Students**, a program aimed at minority students who are at risk of dropping out of school. Funded by private donations, the Saturday Academy identifies at-risk students at the sixth-grade level and involves them in a six-year program of activities designed to improve their chances of finishing high school and going to college.

Thousands of public school students have participated in programs such as the **Piedmont Regional Science Fair, an annual writing and art competition, and History Day**.

USCS administers **ACHIEVE**, a youth employment program, in Cherokee, Spartanburg and Union counties. The program provides employability training and job placement, instruction and career activities for school dropouts.

Each year the university offers a wide range of art exhibits, special lectures, music concerts, plays, and other special events for students and the community. Admission to these events is either free or at a nominal charge.

The University Center in Greenville

USCS offers several programs at the University Center in Greenville, conveniently located adjacent to the main campus of Greenville Technical College. Programs in nursing, business administration and interdisciplinary studies are offered as well as courses in many other disciplines.

Business Administration

Students may obtain a bachelor of science in business administration with a major in accounting, focusing on management accounting at the University Center. This program is primarily for the already-employed, part-time evening student who is interested in a career as a corporate accountant, cost accountant or general accountant instead of a certified public accountant.

Interdisciplinary Studies

The Interdisciplinary Studies program is a unique program designed to meet individual goals. The underlying concept of this program is that students may *major* in a combination of disciplines. Some of the discipline option areas include:

- *Business*
- *Criminal Justice*
- *English*
- *Government*
- *History*
- *Journalism*
- *Psychology*
- *Sociology*

Nursing

The registered nurse student may complete the baccalaureate degree in nursing through course offerings at the University Center. The program is made up of course offerings in nursing, sciences and liberal arts. Registered nurses who have successfully completed general education courses as well as supporting courses and have met admissions requirements may complete the program in one calendar year of study. Part-time study will require a longer period of time.

The Campus

Located just off Interstate 85, USCS offers modern facilities in an uncluttered setting, with easy access to nearby cities.

Major facilities on the 298-acre campus include:

Administration Building. Opened in 1969 and renovated in 1988, this 41,000-square-foot building was the first facility constructed on the USCS campus. It houses administrative offices, including the admissions and financial aid offices, in addition to computer labs, classrooms and the offices of the Division of Mathematics and Computer Science.

G.B. Hodge Center. Opened in 1973 and later expanded, the 45,000-square-foot Hodge Center houses a 1,650-seat gymnasium, an auxiliary gym, handball courts, athletic department offices, and the Health Center. The building is named for Dr. G.B. Hodge, chairman emeritus of the Spartanburg County Commission for Higher Education.

Media Building. This 44,000-square-foot building, opened in 1978, is home to the School of Business Administration and Economics, the School of Education, the Audiovisual Production center, and the studios of WRET-TV, a station of the South Carolina Educational Television Network.

Mary Black Nursing Building. Opened in 1982, this 26,066-square-foot facility houses the offices, classrooms, laboratories, and auditorium of the Mary Black School of Nursing. The school and building were named in appreciation of the generosity of Mrs. Mary Black Phillips and the late Miss Rosa Black, whose donations played a key role in securing the funds for the building.

Campus Life Center. The university's newest building, the 55,000-square-foot facility is the center of campus activity and the focal point of future growth onto the North Campus. The Center houses dining services, the bookstore, Student Affairs, the Counseling and Career Services Center, student organization offices, student publication offices, several meeting rooms, a game room, a television room, and an automated teller machine. It is a gathering place for student organization and community meetings, receptions and other events.

Humanities Building and Performing Arts Center. Opened in 1990, this building features a 450-seat theater with a hydraulic pit lift, superb acoustics, and a fully rigged fly loft. The 54,000-square-foot building also houses a music recital hall, private practice rooms, art studios, foreign language and journalism labs, and the offices of the Division of Fine Arts, Languages and Literature.

Horace C. Smith Building. Opened in 1985, the 60,000-square-foot Smith Building is home to science laboratories and classrooms, the USCS Herbarium, and the offices of the College of Arts and Sciences, and the Division of Natural Sciences and Engineering. A roof garden and reception area are located atop the building, and an art gallery is on the lower level.

Library Building. This 68,300-square-foot building, opened in 1977, houses a library with a collection of more than 130,000 volumes. It also is home to classrooms and offices of the Division of Social and Behavioral Sciences. On the lower level, with a separate entrance, is the Tukey Theatre, a 140-seat lecture hall named for the late Richard E. Tukey, who as head of the Spartanburg Chamber of Commerce was one of the community leaders instrumental in the establishment of USCS.

Burroughs Child Development Center. Opened in 1976, the center provides care for 40 pre-school children, and gives students in the School of Education an opportunity to work with and observe young children. It is named for William J. Burroughs, who has been a member of the Spartanburg County Commission for Higher Education since it was created in 1967 and currently serves as secretary-treasurer.

Activities Building. Opened in 1980, this 3,600-square-foot facility serves as a center for special events. It will be converted to the University Police Station in 1995-96.

Campus Access

From Interstate 85 or Interstate 26, get on US 176 and take Valley Falls Road, exit 22.

ORMATION
USCS

Admission

The University of South Carolina-Spartanburg welcomes the applications of students interested in continuing their education. Candidates for admission to USCS should possess the academic background to indicate potential for collegiate success. Admission to USCS does not guarantee or imply admission to any university program. The University of South Carolina system is committed to the policy and practice of affirmative action and equal opportunity in education for all qualified persons regardless of race, color, religion, sex, disability or national origin.

Those having questions about the admission process or wishing to visit the USCS campus should contact the admissions office at the following numbers:

Spartanburg: (803) 599-2246
Greenville: (803) 271-9111, extension 2246
Toll free: 1-800-277-8727
Fax: (803) 599-2727

The admissions staff is available from 8:30 a.m. to 5:00 p.m. Monday through Friday. The admissions office is located on the second floor of the Administration Building. All applications for admissions and credentials should be mailed directly to the admissions office.

Freshman Admission

Applicants who have attempted no formal course work beyond high school are classified as freshmen. Applicants must submit the following:

- Completed application form, $25 application fee and official high school transcripts
- SAT or ACT scores if under the age of 25
- Evidence of high school graduation or official General Educational Development (GED) score report
- Proof of immunization if born after 1956.

Course Requirements

Prospective freshmen who are under the age of 25 are required to have earned, at a minimum, the following high school units:

Area	*Units*	*Description*
English	4	College preparatory.
Mathematics	3	Algebra I (for which Applied Mathematics I and II may count together as a substitute, if a student successfully completes Algebra II); Algebra II; and geometry. A fourth mathematics course is strongly recommended. This fourth course should be selected from among precalculus, calculus, statistics, and discrete mathematics.

Laboratory science	2	At least one unit each of two laboratory sciences should be chosen from biology, chemistry, or physics.
Foreign language	2	Must be the same foreign language.
Social studies	3	One unit of United States history and two additional units of social studies.
Physical education or ROTC	1	
Other	1	One unit of advanced mathematics or computer science or a combination of these; or one unit of world history, world geography, or western civilization.

Academic Requirements

Freshman admission requirements for applicants under the age of 25 are:

- High school grade point average of 2.0 (based upon a 4.0 scale).
- Minimum total SAT score of 850 (700 SAT required if test taken prior to April 1995) or ACT composite score of 17.
- GED score report must indicate successful completion of tests with a passing total score.

Upon appeal, probationary admission may be granted after review of completed academic record in the event a student's credentials do not meet minimum requirements.

Transfer Admission

An applicant who has graduated from high school or who has received a General Educational Development (GED) certificate and has attempted course work at a college, university or technical institution is classified as a transfer. Applicants must submit the following:

- Completed application form and $25 application fee
- Official final transcripts from all schools attended, transcripts must be mailed directly to the admissions office by the issuing institution
- Proof of immunization if born after 1956.

Course Requirements

Transfer students with fewer than 30 semester or 45 quarter hours attempted and who are under the age of 25 must meet minimum high school course requirements as listed under Freshman Admission.

Academic Requirements:

Transfer applicants must:

- Be academically eligible to return to the college last attended (Applicants suspended from another institution for disciplinary reasons must appeal to and be approved by the Committee on Admissions and Petitions before being admitted to the university)
- Have a cumulative grade point average of 2.0 or better (based upon a 4.0 scale) on course work attempted
- Meet academic requirements as listed under Freshman Admission, if they have attempted fewer than 30 semester hours or 45 quarter hours.

Upon appeal, probationary admission may be granted to transfer students. Transfer applicants who have not attended school for two years, or longer, and are at least 25 years of age, may be eligible for probationary admission.

International Student Admission

An applicant who is a citizen of a country other than the United States and who does not have permanent resident status is classified as an international student. All documents submitted by international students must be translated to English and certified by a translator.

Applicants must submit the following:

- Completed application form and the $25 (U.S. currency) application fee
- SAT or ACT scores
- Test of English as a Foreign Language (TOEFL) is required of all international students except those whose native language is English
- Official transcripts from all schools, colleges, and universities
- Completed Declaration and Certification of Finances form authorized by a bank official
- Proof of immunization if born after 1956
- Documentation of health insurance.

Academic Requirements

International students must:

- Be academically eligible to return to the college last attended (Applicants suspended from another institution for disciplinary reasons must appeal to and be approved by the Admissions and Petitions Committee before being admitted to the university)
- Have a total SAT score of 850 (700 if SAT was taken prior to April 1995) or ACT score of 17
- Have a minimum TOEFL score of 500
- Meet freshman/transfer requirements if applicant has attended school in the United States.

Other Requirements

Please contact the USCS admissions office for details.

Readmission of Former Degree-Seeking Students

Persons previously enrolled at USCS who have missed one or more major semesters must submit the following:

- Completed application form for readmission (No application fee required)
- Official final transcripts of course work attempted at a college, university or technical institution since attending the USC system Transcripts must be mailed directly to the USCS Office of Admissions by the issuing institution
- Proof of immunization (if not previously submitted) if born after 1956.

Academic Requirements

Readmit applicants with current transfer credit must:

- Meet academic requirements as listed under Transfer Admission.

Non-degree Students

Transient Admission

Transient students are persons who have been accepted or are enrolled at other colleges or universities and wish to take courses at USCS. Admission as a transient is granted for one semester or for a summer session. Transient applicants must submit the following:

- Completed application form and $25 application fee
- Permission from home institution to enroll in USCS courses
- Proof of immunization if born after 1956.

Admission of Undergraduates with a Degree

Applicants who hold a bachelor's degree from an accredited institution of higher education and wish to apply for admission must submit the following:

- Completed application form and $25 application fee
- Transcript showing date of graduation or a copy of diploma
- Proof of immunization if born after 1956.

Admission of High School Seniors

Applicants who have completed their junior year in high school and wish to enroll at USCS must submit the following:

- Completed application form and $25 application fee.
- SAT score of 1000 or better
- Letter of recommendation from high school principal or counselor indicating specific course(s) to be taken
- Proof of immunization if born after 1956.

Admission of Auditors

Persons wishing to take USCS courses without earning credit may apply for admission as an audit student. Audit applicants must submit:

- Completed application form and a $25 application fee
- Proof of immunization if born after 1956.

Other Admission Classifications

Other special admission classifications are available to persons who desire to take USCS courses for professional advancement, teaching certification, preparation for graduate study or personal interest.

Interested individuals must submit:

- Completed application form and $25 application fee
- Have previous academic transcripts sent to the Office of Admissions
- Proof of immunization if born after 1956.

Financial Aid

Purpose and Eligibility

USCS offers a full range of financial assistance programs designed to assist students and their families with the cost of education. These programs provide financial aid resources in the form of grants, scholarships, loans, and employment opportunities. These resources are awarded to students based on financial need, academic promise, leadership potential, special talents, or a combination of these criteria. Descriptions of these programs and their requirements may be found in the following pages in this catalog. In 1994-95, about 58 percent of USCS students received financial assistance totaling more than $6.9 million.

Eligibility for assistance based on financial need is determined by completing a federally approved needs analysis form or Free Application for Federal Student Aid (FAFSA). The FAFSA calculates how much the student and family can contribute toward the cost of college from current income and resources. The difference between what the family can contribute and the cost of education is the student's financial need. USCS seeks to identify and provide funds to meet the financial need of its students. To the extent resources are available, it is intended that no student be denied an education because of financial need.

Financial assistance programs have individual requirements in addition to a demonstration of financial need through completion of the FAFSA. These requirements generally include, but are not limited to, enrollment in good standing in a program of study leading to a degree or teaching certificate, enrollment in a minimum number of hours each semester, and maintenance of satisfactory academic progress.

Satisfactory Academic Progress

Institutions participating in Title IV federal financial aid programs are required by the U.S. Department of Education to establish institutional policies that define satisfactory academic progress. All students who receive federal or institutional financial assistance at the University of South Carolina-Spartanburg are expected to maintain satisfactory progress toward completion of their programs of study in a reasonable period of time. Financial assistance programs covered by this policy include all federal financial aid programs (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Subsidized and Unsubsidized Stafford Loans, Federal Perkins Loans, Federal Nursing Loans, Federal Parent Loans for Undergraduate Students, and Federal Work-Study), South Carolina Teacher Loans, and institutional financial assistance programs (athletic grants and minority incentive grants).

The following policy has been approved by the USCS Financial Aid Committee. Students are considered to be making satisfactory academic progress if they:

1. Are admitted and enrolled as degree or certificate students
2. Meet the university standards for continued enrollment as specified in the Academic Standing section of this catalog
3. Complete requirements for a degree or certificate within a reasonable length of time as specified on the following page:

   a. The total number of semesters of full-time enrollment (12 or more semester hours attempted) at any post-secondary institution does not exceed 10 semesters for a four-year degree or five semesters for a two-year degree or certificate
   b. The total number of semesters of part-time enrollment (fewer than 12 semester hours attempted) does not exceed the equivalent of 10 full-time semesters for a four-year degree or the equivalent of five full-time semesters for a two-year degree or certificate

4. Earn no fewer than the following specified hours of undergraduate semester hours per academic year (includes fall, spring, and summer terms). Classification as full-time, three-quarter-time, half-time is determined at the end of the 100% refund period each semester, which is the last day of registration. Therefore, withdrawing from courses at any time after the last day of registration and not earning the required number of hours fails to meet satisfactory academic progress requirements.

Full-time student (12 or more hours attempted a semester)

1st year	24 hours per academic year
2nd year	24 hours per academic year or 48 hours total
3rd year	24 hours per academic year or 72 hours total
4th year	24 hours per academic year or 96 hours total
5th year	24 hours per academic year or 120 hours total

Three-quarter-time student (9-11 hours attempted a semester)

1st year	18 hours per academic year
2nd year	18 hours per academic year or 36 hours total
3rd year	18 hours per academic year or 54 hours total
4th year	18 hours per academic year or 72 hours total
5th year	18 hours per academic year or 90 hours total
6th year	18 hours per academic year or 108 hours total
7th year	12 hours per academic year or 120 hours total

Half-time student (6-8 hours attempted a semester)

1st year	12 hours per academic year
2nd year	12 hours per academic year or 24 hours total
3rd year	12 hours per academic year or 36 hours total
4th year	12 hours per academic year or 48 hours total
5th year	12 hours per academic year or 60 hours total
6th year	12 hours per academic year or 72 hours total
7th year	12 hours per academic year or 84 hours total
8th year	12 hours per academic year or 96 hours total
9th year	12 hours per academic year or 108 hours cumulative
10th year	12 hours per academic year or 120 hours total

Second Degree or Certification Students

Students seeking a second degree or teacher certification with an undergraduate degree are required to appeal. The student must explain why a second degree or career change is required, be accepted by the school or division to which the student is applying, and have an anticipated graduation date determined by the faculty adviser. If the student's plan is deemed reasonable and all documentation is provided, an extension of eligibility will be granted for a maximum of four (4) full-time equivalency semesters or anticipated graduation date.

Transfer Students

Transfer students receiving unqualified admission to the university will be considered to be making satisfactory academic progress for financial aid at the time of enrollment unless the total number of hours attempted at all post-secondary institutions exceeds the equivalent of 10 full-time semesters.

Eligibility for financial assistance is limited to a total of the equivalent of 10 full-time semesters of enrollment at all post-secondary institutions attended.

Academic Suspension

Students readmitted following a suspension will be eligible for financial aid if they meet all other aid eligibility requirements. These students must earn a 2.0 grade point average on the first 12 hours attempted following readmission to maintain further financial aid eligibility. Following completion of these 12 hours, subsequent financial aid eligibility will be determined by conditions 2, 3 (a and b), and 4 described previously.

Students serving the first academic suspension will be eligible to receive financial aid during periods of open enrollment (summer). Students serving subsequent suspensions will not be eligible for financial aid during periods of open enrollment. Students not making satisfactory academic progress are not eligible for financial aid.

Appeal Process

If a student's ability to meet these standards was affected by extenuating circumstances, he or she may appeal this determination. Information concerning the appeals process is available in the Office of Financial Aid and Scholarships. Students not meeting these standards at the end of spring term are expected to attend summer school to make up deficit hours or improve the cumulative grade point average. Incomplete appeals will be returned upon receipt.

Grants

Federal Pell Grants are designed to be the foundation of financial aid. Their purpose is to make sure that all eligible students have at least some of the money needed to continue their education after high school. The amount of a Federal Pell Grant award depends on a student's financial need, the cost of the student's education, and the amount of time the student is enrolled during the school year.

Federal Supplemental Educational Opportunity Grants are awarded to a very limited number of students with the greatest financial need. The grants are restricted due to the shortage of appropriated federal funds, with preference to Federal Pell Grant recipients.

Loans

Campus-based Loans

Federal Perkins Loans permit students to borrow money from the federal government through the university on a need basis. Repayment and interest begin nine months after graduation, leaving school, or dropping below half-time enrollment. The interest rate is 5 percent per year and repayment may be extended over a period of 10 years.

Federal Family Education Loan Program (FFELP)

Federal Subsidized Stafford Loan Program is a need-based program that allows students to borrow for educational expenses. Interest rates are variable for borrowers with no outstanding FFELP loans and stand at 8.25 percent through June 30, 1996. The federal government pays the interest on these loans as long as students are enrolled on at least a half-time basis. Lenders charge an origination fee and insurance fees not to exceed 4 percent, which are deducted from the approved amount of the loan.

Loan eligibility is based on financial need, class standing, and anticipated graduation date. Students who have not completed the first 30 hours of an undergraduate degree may borrow up to $2,625 a year. Students with sophomore class standing may borrow up to $3,500 annually and those classified as juniors and seniors may borrow up to $5,500 annually. Students enrolled in two-year degree programs such as the Associate Degree Nursing Program may not borrow more than $3,500 annually regardless of the number of hours earned.

Unsubsidized Federal Stafford Loan Program is available for students who do not qualify, in whole or in part, for the Federal Subsidized Stafford Loan. The terms for this loan are the same as those described for the Federal Subsidized Stafford Loan Program with the following exceptions.

1. The annual loan limits for dependent, undergraduate students are the same as those for the Subsidized Stafford Loan. The annual loan limits for independent, undergraduate students are as follows: $6,625 for students who have not completed the first 30 hours of an undergraduate degree, $7,500 for students with sophomore class standing, and those students classified as juniors and seniors may borrow up to $10,500 annually. Students enrolled in two-year degree programs such as the Associate Degree Nursing Program may not borrow more than $7,500 annually regardless of the number of hours earned.

2. The federal government does not pay interest on behalf of the student while enrolled in school. Students must pay all interest on the loan monthly or quarterly. Lenders may agree to add interest to the principal of the loan with repayment beginning after the student ceases to be enrolled on at least a half-time basis.

Federal Supplemental Loans for Students (SLS) is a program that ceased to exist on June 30, 1994, by U.S. Congressional action. Loan limits for independent, undergraduate students were increased in the Unsubsidized Federal Stafford Loan Program as of July 1, 1994. This change will allow students access to the same loan limits as in the SLS Program within another existing federal loan program.

Federal Parent Loans for Undergraduate Students (PLUS) allow parents to borrow up to the cost of education less other aid received each year without regard to income. A credit check is required of all parent borrowers. Repayment of principal and interest begins within 60 days after disbursement. The variable interest rate through June 30, 1996, will be 8.98 percent. The rate will be determined by the U.S. Secretary of Education each June 15, according to the formula prescribed by Congress, and will become effective on July 1 of each new calendar year. The interest rate for PLUS loans first disbursed on or after July 1, 1994, will be variable, but not higher than nine percent. Parents will pay an origination fee of three percent and an insurance fee which may not exceed one percent of the approved amount of the loan. These fees will be deducted proportionately from each disbursement made.

Institutional Loans

Buchheit Nursing Loans are provided through the Carolina Piedmont Foundation for qualified nursing students who are residents of Spartanburg County and who show academic promise and financial need. Long-term loans of up to 85 percent of tuition are available each semester. Repayment is in monthly installments to begin three months after graduation or withdrawal from the nursing program.

Holcomb Memorial Nursing Student Loans are provided through the Carolina Piedmont Foundation for students enrolled in the nursing program who show academic promise and financial need. Repayment begins three months after graduation or withdrawal from the nursing program.

Murph Memorial Loans are for sophomores with financial need who are enrolled in the Associate Degree in Technical Nursing program. Repayment must begin three months after graduation or withdrawal.

Work Opportunities

Job opportunities are available to USCS students through a variety of programs: Federal Work-Study, Community Services Program, Job Location and Development Program, and the Student Assistant Program. The primary purpose of these programs is to provide a financial resource to students for educational expenses; however, these jobs may also provide valuable work experience. USCS students work in a variety of jobs on and off campus. The pay scale is determined by the specific job description and the skills or experience of the student being hired. Students employed on campus are generally limited to working no more than twenty hours a week during periods of regular enrollment.

Scholarships

USCS strongly supports the recognition of students who possess the potential to return the benefits of a quality university education to our society. Scholarships are awarded to students based on demonstrated academic ability, financial need, career plans, educational goals and community service.

USCS Scholars Program

New Student Scholarships

The USCS Scholars program for new students assists academically talented individuals in their pursuit of higher education. The prestigious awards are given to students who have shown their potential through academic merit. The scholarships are based on full-time enrollment and range in value from half to full tuition awards. Recipients of the scholarships will serve as ambassadors for the University. USCS and the Upstate region will benefit from the leadership and academic excellence these scholars bring to campus. Scholarships will be awarded automatically to eligible students, however, the number of awards available will be determined by the University. Early application for admission to USCS is encouraged.

CHANCELLOR SCHOLARS are full -tuition scholarships that are awarded annually to entering freshman who are graduates of South Carolina public and private high schools and meet the following criteria: present a minimum SAT score of *1200 or ACT score of 27, rank in top 20% of high school class and minimum grade point average of 3.5 **OR** the number one or two minority student who ranks in the top 10% of high school class with a minimum GPA of 3.5.

VALEDICTORIAN SCHOLARS are full- tuition scholarships that are awarded annually to entering freshman who are graduates for South Carolina public and private high schools, who are ranked first in their class at time of admission to the University, or upon high school graduation. In addition, Valedictorian Scholars must present a minimum SAT score of 1100 or ACT score of 24.

(*NOTE: Full-tuition scholarships include waiver of matriculation fee.)*

PALMETTO SCHOLARS are half-tuition scholarships that are awarded annually to entering freshman who are graduates of South Carolina public or private high schools and meet the following criteria: present a minimum SAT of *1100 or ACT score of 22, rank in top 20% of high school class and minimum GPA of 3.0 **OR** the number one or two minority student with a minimum GPA of 3.0.

*(NOTE: *SAT scores are based on scores from tests taken after April 1, 1995. GPA requirement is based upon a 4.0 scale.)*

UPSTATE TRANSFER SCHOLARS are half-tuition scholarships that are awarded to entering transfer students who are legal residents of South Carolina and have earned 60 semester hours of transferable credit **OR** an Associate of Arts or Science degree from an accredited college. Candidates must have a minimum GPA of 3.25.

RENEWAL POLICY - Chancellor, Valedictorian and Palmetto scholarships are renewable for seven consecutive semesters providing the student maintains a cumulative GPA of 3.0 and earns a minimum 24 semester hours during the fall and spring semesters. Upstate transfer scholarships are renewable for three consecutive semesters providing the student maintains a cumulative USCS GPA of 3.0 and earns a minimum 24 semester hours during the fall and spring semesters. All scholarship recipients will be required to participate in the USCS Ambassador program.

Continuing Student Scholarships

The USCS Scholars Program for continuing students rewards outstanding academic success in the classroom. Students who enrolled without the assistance of University Scholarships are candidates for the award.

QUALITY SCHOLARS provides a 30% reduction in cost of tuition for students who earned 30 semester hours of USCS credit during the previous fall and spring terms with a minimum cumulative USCS GPA of 3.75. The reduction in fees will begin for the consecutive fall semester and will be renewable for six semesters contingent upon earning a 3.75 GPA on 15 semester hours for each successive term. Students who earn a cumulative GPA between 3.5 and 3.74 will receive a 20% reduction in cost of tuition under the same enrollment stipulations as stated above.

Foundation Scholars Program

Funded and endowed scholarships are awarded annually to qualified students. Awards are available to students in all disciplines and of all class ranks. The value of these awards ranges from $50 to $1000 with some renewable for up to four years. Current students may obtain applications from the financial aid office after December 1. Students accepted for admission to the University prior to scholarship deadlines will be mailed a scholarship application. The application deadline is February 1 unless otherwise indicated in the scholarship definition.

The ADMINISTRATIVE EMPLOYEES CLUB SCHOLARSHIP is awarded to an undergraduate, degree-seeking student who is enrolled for a minimum of six hours each semester. The recipient must have financial need. Freshman recipients must have at least a 2.5 GPA in high school. USCS recipients must have at least a 2.5 cumulative grade point average earned at USCS. Preference is given to USCS employees, their spouses, children or stepchildren. The scholarship may be renewed provided the student maintains a cumulative grade point average of 2.5.

The ADULT LEANER'S SCHOLARSHIP is an award of $250 to a student who is a least 25 years of age and is enrolled in at least six hours. Candidates must be pursuing a bachelor's degree for the first time or resuming baccalaureate studies after a minimum five-year absence. Eligible students must have financial need and must submit , in writing, their goals and reasons for seeking a degree.

MARY BLACK SCHOOL OF NURSING SCHOLARSHIPS are awards of $500 made to full-time sophomores seeking the Associate Degree in Technical Nursing who have financial need, have a record of service to the university and community, have a 3.0 GPA in nursing courses and have a 2.5 GPA in all other courses. Another award of $500 is made to a senior (as of fall semester) seeking the Bachelor of Science in Nursing who has financial need, has a record of service to the university and community, has a 3.0 GPA, and has a 3.0 in all nursing courses.

BUDWEISER OF THE CAROLINAS MINORITY BUSINESS-MARKETING SCHOLARSHIP is awarded to a South Carolina resident minority student admitted into the upper division of the business-marketing program. The scholarship is valued at $1000 and is to be used toward tuition costs. It is renewable provided a cumulative 2.25 GPA is maintained. An internship with Budweiser of Spartanburg is also available.

The **SCHOOL OF BUSINESS SCHOLARSHIP** is an award of $200 to a senior business administration major having a 3.0 GPA and who is a candidate for graduation during the year of the award.

The **MARTIE G. CHASTAIN MEMORIAL SCHOLARSHIP** is an award of $225 to a full-time junior of senior business administration major with a 2.5 GPA and who is employed at least 15 hours per week.

The **SCHOOL OF EDUCATION SCHOLARSHIP** is an annual award of full tuition for one semester to a student who has completed 75 hours; who has been admitted tot he Professional Program of the School of Education; and who has demonstrated financial need, academic excellence and altruistic goals.

The **TED EILENBURG SCHOLARSHIP** is awarded to a student enrolled in a degree program in the School of Business Administration and Economics. The recipient must be a junior or senior, have financial need, and have a minimum GPA of 2.5.

The **FACULTY AND STAFF DEPENDENTS SCHOLARSHIPS** are awards of varying amounts to full-time undergraduate dependents of full-time slotted USC system employees who have a predicted 3.0 GPA as freshman, or a 3.5 GPA for first-time upperclassmen.

The **ALICE RUTH FOLK SPARTANBURG COUNTY MEDICAL AUXILIARY SCHOLARSHIP** is an award of $600 to an associate or baccalaureate nursing student who is enrolled full-time and is a Spartanburg County resident. Candidates must have demonstrated academic ability and nursing potential. Preference is given to those with financial need.

The **GAMMA BETA PHI SCHOLARSHIP** is an award of $500 to a full-time student 23 or older with a 3.5 GPA of at least 12 hours at USCS.

The **GORDON SCHOLARSHIPS** are awards of varying amounts to sophomores and juniors who have a 2.0 GPA, service or involvement in school or community, and financial need.

The **JAMES B. GREER SCHOLARSHIP** is an award of $500 per year to a senior 23 years of age or older whose past education was interrupted by full-time employment, military service, or family responsibilities for a minimum of two years. Criteria include a 2.0 GPA and contributions to USCS through service to student government, publications, or the student affairs office.

The **FRANCES JOHNSTON HACKETT SCHOLARSHIP** is an award of varying amounts to a student majoring in criminal justice or interdisciplinary studies with a concentration in criminal justice. Recipients must have earned at least 90 semester hours and have a minimum grade of 3.0.

The **DORIS HANELINE NURSING SCHOLARSHIP** is an award of $200 to a nursing student who is married with children and who is pursuing a second career. Other criteria include financial need and academic ability (3.0 GPA for continuing student). Preference is given to a student intending to work two years in Spartanburg County.

The **INMAN-RIVERDALE FOUNDATION NURSING SCHOLARSHIPS** are full-tuition awards given to two incoming freshman associate degree nursing students for four semesters and one summer session. Priority preferences in selecting recipients are: a child of an Inman Mills employee, a resident of Inman or Enoree, or a resident of Spartanburg County; financial need; character, aptitude, leadership, scholastic qualities, and an agreement to work full-time as a registered nurse in Spartanburg County for two years following graduation. Deadline: Nov. 1

The **HENRY D. JACOBS, JR. ENDOWED SCHOLARSHIP** is a renewable scholarship of up to $2,500 per year available to a freshman commuting student who is enrolled full-time. The recipient must have demonstrated excellent admissions credentials and financial need. Upon request the scholarship will automatically be renewed for the recipient who earns a 2.75 GPA at the end of the freshman year and a 3.0 GPA at the end of each succeeding year.

The **JACOBS ENDOWMENT FOR MINORITY TEACHERS SCHOLARSHIPS** was created at USCS in 1993. Proceeds from the endowment will be awarded to minority students who plan to enter the teaching profession.

The **J. DAVIS KERR** award of $400 goes to a student who is either preparing for law school or is playing on the women's basketball team.

The **USCS MATHEMATICS SCHOLARSHIP** is awarded to an incoming freshman interested in pursuing a degree in mathematics. Recipients must have a least a 3.5 high school grade point average and SAT scores of at least 1100. The scholarship is awarded to full-time students and may be renewable for up to seven semesters provided the student continues to major in mathematics, maintains an overall 3.0 grade point average and a 3.0 in mathematics courses.

A number of **MINORITY INCENTIVE GRANTS** of up to $1000 are awarded to African-American students who transfer to or are readmitted to USCS. Candidates must have earned at least 60 hours of degree credit or an associate degree from an accredited college or technical institution, have a GPA of 2.0, be a United States citizen and a South Carolina resident, and be accepted to USCS as a full-time degree-seeking student. Entering freshmen who have at least a 3.0 GPA and meet other stated criteria may also apply. These grants are funded by USCS and the South Carolina Commission on Higher Education. Deadline: Aug. 1

The **NANCY P. MOORE ENGLISH SCHOLARSHIP** was established to honor Dr. Nancy Moore for her commitment to scholarship and teaching at USCS and her service in the Upstate community . Recipients must be full-time English majors who have sophomore or upper-class standing with a minimum cumulative GPA of 2.5. Recipients must also be involved in some type of volunteer work.

NATURAL SCIENCES AND ENGINEERING SCHOLARSHIPS are awarded in the spring and fall semester to students enrolled in programs leading to a bachelor of science degree in biology, including pre-professional tracks and chemistry. A maximum of one-half semester tuition may be awarded to an applicant. The requirement is a minimum GPA of 3.0 on at least 60 semester hours credit by the end of the term in which the application is submitted. At least 30 credit hours must have been earned at USCS. Deadline: Oct. 15 and March 1.

NATURAL SCIENCES AND ENGINEERING PRE-PROFESSIONAL SCHOLARSHIPS are awarded in the spring and fall semester to students enrolled in pre-professional tracks in which the bachelor of science degree is not completed at USCS. A maximum of one-quarter semester's tuition may be awarded to an applicant. The requirement is a minimum GPA of 3.0 on at least 30 semester hours credit by the end of the term in which the application is submitted. At least 15 credit hours must have been earned at USCS by the end of the term in which the application is submitted. Deadline: Oct. 15 and March 1.

NURSING INCENTIVE GRANTS provide full tuition and fees to entering associate or baccalaureate nursing students. Recipients must have a record of academic achievement and must agree to work in sponsoring hospitals upon graduation, one year for each year of the award. Nursing awards are funded by the following: Spartanburg Regional Medical Center, Mary Black Memorial Hospital, Dialysis Clinics, and others. Deadline: May 1.

The **OB/GYN SOCIETY OF SPARTANBURG SCHOLARSHIP** is an endowed scholarship to be awarded annually to a BSN candidate entering his or her senior year at USCS who is a resident of South Carolina, plans to specialize in OB/GYN nursing, and plans to practice for at least two years in Spartanburg County. Priority will be given to nurses who have been working in OB/GYN units in Spartanburg County hospitals.

The **RICK O'BRIEN MEMORIAL** is a scholarship of $400 awarded to a full-time junior or senior business administration major with a concentration in accounting. The recipient must have a 3.0 grade point average and be employed a minimum of 10 hours per week. Preference is given to a student involved in community volunteer work.

The **OLNEY SCHOLARSHIPS** are funded by the Spartanburg County Foundation. There are five awards of $1000 each to Spartanburg County residents having completed one year of full-time study at USCS with a 3.0 GPA. Recipients must demonstrate financial need, campus citizenship, and character. One non-recurring award of $1000 is made to a resident of Spartanburg County who is not presently attending college. Recipients must be 23 years of age, or have been out of school for three years, must enroll in six to eight hours, and must show financial need, campus citizenship, and character.

The **PART-TIME STUDENT SCHOLARSHIP** consist of awards of $50 per semester made to students taking a maximum of seven hours each semester. The successful applicants will be those with the highest academic performance and who are receiving no other financial aid.

The **MATTHEW POLIAKOFF SCHOLARSHIP** is an award of $500 to a junior with financial need, who has a 3.0 GPA, and is majoring in political science or business administration, or is following a pre-law program. Preference given to students who demonstrate an interest in and plan to participate in governmental processes.

The **POLITICAL SCIENCE SCHOLARSHIP** is awarded during the spring semester to a student who is a full-time junior political science major with an overall GPA of 3.25. Candidate must show potential for graduate work in a political science-related field.

The **PRYM-DRITZ CORPORATION BUSINESS SCHOLARSHIP** is a $500 award to a senior business administration major with a 3.0 GPA and who has earned at least 30 semester hours at USCS.

The **PRYM-DRITZ GENERAL SCHOLARSHIP** is a $500 annual award to a non-traditional student. Preference is given to someone who is beginning or resuming college work after extended absence from academic pursuits.

The **SEYMOUR ROSENBURG SCHOLARSHIP IN JOURNALISM** is a renewable scholarship of up to $1000 a year awarded to students on the basis of academic ability, leadership qualities, and school and community involvement. Preference will be given to students who have demonstrated an active interest in print and/or broadcast media. To qualify for renewal the recipient must maintain a 3.0 grade point average and demonstrate active involvement with campus publications or journalism-related activities. To qualify for third- or fourth- year renewal, a student must maintain a 3.0 grade point average, demonstrate active involvement in journalism-related activities, and pursue upper division studies in journalism.

ROTC SCHOLARSHIPS are awards that pay for tuition, textbook, and other miscellaneous academic expenses together with a $1,000 subsistence allowance.

The **ROTARY CLUB OF SPARTANBURG SCHOLARSHIP** is a $1,000 annual award to a full-time Spartanburg County resident who is from a non-Rotarian family, has financial need, and has proven scholastic aptitude.

The **SONYA K. RUPPE MEMORIAL SCHOLARSHIP** is awarded to students from Gaffney High School majoring in education.

The **OLIN B. SANSBURY, SR., SCHOLARSHIP** is an award of $1,000 to a student with academic ability, financial need, and potential as a contributing citizen of school and community. Preference is given to those planning a career in public affairs.

The **D.L. SCURRY FOUNDATION SCHOLARSHIPS:** Three $500 scholarships awarded to South Carolina residents who demonstrate academic ability, have a minimum GPA of 2.0, and have financial need.

The **CECIL O. AND MARY F. SMITH ENDOWED NURSING SCHOLARSHIP** is awarded to a deserving nursing student. The value of the scholarship is $1,000 a year.

The **SOCIAL AND BEHAVIORAL SCIENCE SCHOLARSHIP** is awarded to a student majoring in social or behavioral science or a related field who has at least junior class standing and a grade point average of a least 3.0 The scholarship may be renewable.

The **SULZER RUTI, INC. SCHOLARSHIP** is a $250 annual award to a student with financial need and academic ability who has completed international studies or foreign language course work.

The **TERESA D. TILLER SPLAWN MEMORIAL SCHOLARSHIP** is an award of $100 to a nursing student who has previously worked in a nonprofessional health service position.

The **EDITH THROWER NURSING SCHOLARSHIP** is a $225 award made to an associate degree or baccalaureate nursing student who is enrolled either full-time or part-time. Recipients must have proven academic ability and financial need. Preference is given to a non-traditional student (25 or older) who has family responsibilities.

The **UNIVERSITY BUSINESS SOCIETY SCHOLARSHIP** is $500 awarded to a full-time senior majoring or taking significant work in business who has a GPA of 3.0, and who has demonstrated outstanding service to campus and community, academic aptitude, character, and leadership.

UNIVERSITY OF SOUTH CAROLINA ALUMNI SCHOLARSHIPS are awards of varying amounts made to freshmen from the several judicial circuits in South Carolina and from metropolitan areas outside the state. The awards are based on academic ability and are renewable.

The **USCS FACULTY/STAFF DEPENDENTS' SCHOLARSHIP** is open to any dependent child or spouse of a full-time University of South Carolina system employee. To be eligible for consideration, the applicant must be enrolled or accepted for enrollment as a full-time undergraduate or graduate student on one of the university's eight campuses and have attained a minimum 3.0 GPA. Freshmen eligibility is determined by high school class rank and SAT scores. The scholarship is renewable for up to four years for those students pursuing a baccalaureate degree provided the recipient maintains a minimum 3.0 GPA. In some cases, graduate students may receive the scholarship until receipt of their graduate degree.

USCS STAFF DEVELOPMENT GRANTS are awarded to full-time, classified USCS staff equal to the cost of tuition, fees, and books for no more than two courses. Recipients must have a minimum of two years service, academic ability, and meet all admission requirements in advance of the award. Preference is given to employees who are in degree programs and who receive the recommendation of their supervisor. Recipients are expected to earn a grade of C or better. The deadline for fall is June 15 and the spring deadline is November 15.

The **VETERANS OF FOREIGN WARS SCHOLARSHIP** is a $630 annual award given to a child of a deceased veterans of a V.F.W. member who is or was a Spartanburg County resident.

The **WILDE SCHOLARSHIP** is awarded to a student who has completed at least one year of study at USCS, holds a 2.5 or higher GPA at USCS, and has financial need. Preference is given to a recipient who works part-time or participates in volunteer work and who participates in the varsity soccer program.

Many scholarships and stipends may be combined with other sources of financial assistance for which a student is eligible. However, a student may not receive more than one full-tuition university scholarship. Students wishing to be considered for scholarships must be unconditionally accepted for admission prior to deadlines. USCS students who are awarded scholarships or stipends are required to be in good academic standing. These students must also be free of any current discipline code violation and may not be on disciplinary probation.

***(Note:** Scholarship information is accurate at the time of publication. Availability of funds and other factors may change. For further information about scholarships and other financial aid, call or write the financial aid office.)*

Out-of-State Fee Waivers

Students who are not residents of South Carolina and who receive USCS Athletic or Foundation Scholarships, grants, or stipends valued at $250 or more each semester may qualify for a waiver for out-of-state fees. The following conditions must be met to qualify for the fee waiver.

1. The award must be made in writing to the student before the end of late registration for each semester and prior to the student paying their tuition.

2. Notification of the award must be forwarded to the financial aid office prior to the end of late registration for each semester. Scholarships, grants or stipends that are awarded after the end of late registration for each semester will not result in a refund of out-of-state fees.

Student Stipends

Student Stipends are designed to attract students in areas such as publications, music, drama, debate and selected leadership positions. Eligible students may receive financial assistance ranging from $100 to tuition and books each semester based upon the activity, level of responsibility and expected work load. Each recipient is required to sign a contract which describes the position and its responsibilities. Stipend groups are the USCS

Band, Gordon-Colloms Gospel Choir, University Singers, Shoestring Players (theater group), *"The Carolinian"* (newspaper), Debate Club, *"Prickly Pear"* (literary magazine), USCS Cheerleaders, USCS Dance Team, Campus Activities Board and Student Government Association. Contact the Student Affairs office for additional details.

Other Aid

VETERANS' AND DEPENDENTS' BENEFITS. Educational benefits are available to qualified veterans and children of deceased and disabled veterans. Inquiries should be made to the financial aid and veterans' affairs office.

VOCATIONAL REHABILITATION. This is to conserve the working usefulness of persons with impairments who have reasonable expectations of becoming employed. Students who might qualify for vocational rehabilitation assistance should contact the Office of Vocational Rehabilitation on their home county seat.

Fees and Expenses

The university reserves the right to alter any charges without notice. All charges are due and payable on the date that they are incurred, or the date indicated on the ticket, invoice, or statement. Checks for the exact amount of the total charges should be made payable to the University of South Carolina- Spartanburg.

Students failing to pay all required registration fees on or before the last date to change course schedule (as indicated in the university calendar) may be dropped from class rolls.

Students failing to relieve any other indebtedness to the university or to any of its auxiliary agencies on the date such obligations become due and payable may not be permitted to attend classes, stand final examinations, or be issued a transcript, diploma, degree, or any other official statement.

Academic Fees

Academic fees at the University of South Carolina-Spartanburg are established by the University of South Carolina Board of Trustees and are subject to change. Fees in effect at the time of publication are for 1995-96. For current fee information, please consult the financial services office.

Application Fee

Every new student is normally charged a non-refundable application fee of $25. Exceptions to this charge may be made for certain special categories of admission. Applications for admission must be accompanied by the application fee.

Foreign Students

Foreign students must ordinarily pay non-resident fees for the duration of their enrollment, unless they qualify for permanent alien status. Their standing in this category and application for resident fees must be cleared with the residency officer in the admissions office.

Examination Fees

Special examinations to establish undergraduate college credit without class attendance, or to validate credits from a non-accredited college, cost $15 per semester hour.

Tuition

All fees are payable in full at the beginning of each term.

Full-time students (12 semester hours and above)	
South Carolina residents	$1,289 per semester
Non-residents	$3,223 per semester
Part-time and summer school students	
South Carolina residents	$113 per semester hour
Non-residents	$283 per semester hour

Course auditing

Course auditing fees are the same as courses taken for credit.

Senior citizens

Legal residents of South Carolina who have attained the age of 60 and meet admission and other standards deemed appropriate by the university may attend classes tuition-free for credit or audit purposes on a space-available basis.

Meals

Five- and ten-meal plans are available. Contact food service office for further information.

Housing

Rifle Ridge (per semester, per student)	$975.00

(Privately owned apartment complex for USCS students; each apartment accommodates four students; security deposit of $150.)

Insurance

Student health and accident insurance is available optionally to all full-time students paying full fees. It may regularly be purchased only at the beginning of the fall semester, except in the case of new and transfer students. Contact the student affairs office for details on coverage and fees.

Other Fees

Matriculation Fee*	$50
Graduation fee	$25
Replacement of diploma as originally issued	$25
Transcript fee (each copy)	$5
Duplicate registration certificate fees	
Replacement identification card	$5
Replacement treasurer's fee receipt	$5
Reinstatement	$40

Parking: Students planning to park a motor vehicle on campus must purchase and display a USCS parking sticker for each vehicle, and comply with regulations as set forth.

Fall registration (valid for one year)	$25

**One-time fee for new degree-seeking students.*

Single semester	$15
Spring registration (also valid for summer)	$15
Summer registration only	$10
Replacement decal	$5

Estimated Expenses for One Academic Year

Note: The following estimate represents a reasonable minimum for full-time enrollment; it does not include meals, travel, room and board and other incidental expenses.

South Carolina residents:

Academic fees, full-time ($1,289 per semester)	$2,578
Books (estimate: $260 per semester)	$520
Total	$3,098

Non-residents:

Academic fees, full-time ($3,223 per semester)	$6,446
Books (estimate: $260 per semester)	$520
Total	$6,966

Fines

Bad checks or credit cards returned for any reason: $15 plus late fee if used for payment of enrollment fees.

Damage: Students are charged for damage to university property or equipment.

Parking:

Parking improperly	$ 3
Parking decal or permit not displayed	$ 3
Parking in no parking area	$ 5
Parking in loading or service zone	$ 5
Blocking (for example, sidewalk or driveway)	$15
No parking permit for zone	$5
Parking at fire plug, in lane	$5
Parking on grass	$5
Parking along yellow curbs	$5
Parking in reserved spaces	$10

Parking meter violation	$3
Failure to register vehicle	$10
Parking in handicap space (fine set by state law)	$100
Blocking space or curb cut	$25

Refunds

University charges are to be paid in full on the date they are incurred. Refunds are issued according to the schedules in this section to students who withdraw from the university, to part-time students who drop a course or courses, and to full-time students who are reclassified as part-time students as a result of dropping a course or courses.

If a student receiving federal Title IV financial assistance withdraws from the university, other than federal work-study funds, a portion of the refund must be returned to the program or programs that provided the funds. If the student received Title IV funds from more than one source, the federal Higher Education Act requires that the Title IV portion of the refund be distributed according to the following priority list (not to exceed the original amount disbursed):

1. Outstanding balance on Federal Family Education Loan Program (FFELP) loan
2. Outstanding balance on Federal Direct Loan
3. Outstanding balance on Federal Perkins Loan
4. Federal Pell Grant Program
5. Federal Supplemental Educational Opportunity Grant (SEOG) Program
6. Other Title IV programs.

In the case of Federal Pell Grant recipients, the refund to the program may include grant funds distributed to the student as a cash disbursement.

Any portion of a refund that the institution distributes to the FFELP program must be returned to the student's lender. The priority under the FFELP program is as follows:

1. Federal Stafford Loan Program
2. Federal Parent Loans for Undergraduate Students (PLUS) Program

Refunds applicable to non-Title IV funds will be distributed according to the following priority (not to exceed the original amount disbursed):

1. Institutionally controlled scholarships
2. Outside scholarships
3. Student.

The university administers refund policies for Title IV financial aid recipients as required by the Federal Higher Education Act, and one for all other students. Immediately following is the standard university refund schedule. Specific refund dates are published in the *"Schedule of Course*

Offerings" for each semester. Additional information regarding federal refund policies are available in the office of financial aid and scholarships.

Standard Academic Refund Schedule

Fall and Spring Semesters

Complete withdrawal or course drop before end of late registration	100% refund
Complete withdrawal or course drop from end of late registration until two weeks after the beginning of the semester	70% refund
Complete withdrawal between two and three weeks after the beginning of the semester	40% refund
Complete withdrawal more than three weeks after the beginning of the semester	no refund
Course drop more than two weeks after the beginning of the semester	no refund

Summer Terms

The refund schedule may vary depending upon the length of the summer term(s).

Complete withdrawal or course drop before the end of late registration	100% refund
Complete withdrawal or course drop from the end of late registration until one week after the beginning of the term	40% refund
Complete withdrawal or course drop between one and two weeks after the beginning of the term	20% refund
Complete withdrawal or course drop more than two weeks from the start of the term	no refund

Title IV Pro Rata Refund Policy

This policy applies to first-time students who received federal Title IV assistance. A first-time student is a freshman, transfer or intra-campus student attending USCS for the first time.

Upon the withdrawal of such a student, a refund will be calculated on a pro rata basis through 60 percent of the academic term (the ninth week of a 15-week semester). The refund amount ranges from 100 percent at the beginning of the term to 40 percent when the term is 60 percent over.

A full-time student who changes to part-time status will receive a pro rata refund through the time period of the standard refund policy, and no refund is made for students changing enrollment status from full-time to part-time after the end of the standard refund schedule.

An administrative charge of 5 percent, up to a maximum of $100, will be assessed to each student receiving a refund under the pro rata policy.

The pro rata refund schedule is determined by the business affairs office before the beginning of each semester. Following is a typical schedule.

Sample Title IV Pro Rata Refund Schedule

Week	Refund Percent
1	100%
2	90%
3	80%
4	80%
5	70%
6	60%
7	60%
8	50%
9	40%

Residency Requirements

The University of South Carolina-Spartanburg assesses tuition and fees upon the basis of state residency. South Carolina law defines residents as "persons who have been domiciled in South Carolina for a period of no less than 12 months with an intention of making a permanent home therein."

The initial resident status determination is made at the time of admission and prevails until such time that a student establishes a proper claim to residency as defined by the laws of South Carolina. Any student who is discovered to have been improperly classified as a South Carolina resident will be reclassified as a non-resident and will be required to pay differences in fees.

Persons having questions about residency are encouraged to secure a Residency Application Package from the Office of Admissions. Appointments with the director of admissions to discuss residency requirements are also encouraged.

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Student Affairs

The co-curricular program at the University of South Carolina-Spartanburg is committed to the total development of students as individuals. A range of comprehensive services and activities are provided to complement the students' academic experience. These activities are organized to promote the holistic development of university students. This includes the physical, social, cultural and personal development.

The Division of Student Affairs

The Student Affairs Division is an integral component of the University of South Carolina-Spartanburg. Its programs and services are designed to support the overall mission of the university by enhancing the cognitive, moral, cultural, physical, social, emotional and vocational development of the institution's students.

The Student Affairs Division sponsors programs and services that are designed to:

- Assist students in the successful transition to and from college
- Help students explore and clarify their values
- Encourage students to develop healthy relationships with others (i.e., parents, peers, faculty and staff)
- Create opportunities for students to expand their aesthetic and cultural appreciation
- Teach students how to resolve individual and group conflicts
- Help students understand, respect and appreciate racial, ethnic, gender and other differences
- Provide opportunities for leadership development
- Implement programs that provide primary health care for students and encourage healthy living
- Provide opportunities for recreation and leisure time activities
- Help students clarify career objectives, explore future career and educational opportunities, and secure employment
- Help retain students in school and promote their intellectual development and academic success
- Provide opportunities for students to develop and model responsible citizenship behavior
- Provide programs and services designed to help students develop realistic educational and career goals
- Promote the development of ethical and responsible conduct
- Facilitate personal and interpersonal development through an increased capacity to understand one's self and relate effectively to others
- Establish activities and programs that encourage students to reason, organize, plan and execute complex tasks, set goals, solve problems, make decisions, analyze situations, manage time and resources effectively.

The following offices and functions are included within the student affairs division:

Student Life
- Student Organizations
- Orientation
- Student Publications
- Greek Life

Career Services

Health Services

Student Development
- Counseling Services
- Multicultural, International and Non-Traditional Student Services/Access and Equity
- Commuter Services
- Women's Center
- Disability Services
- Alcohol and Drug Prevention Education

Student Services

Bookstore

The USCS Bookstore, located on the second floor of the Campus Life Center, carries textbooks, supplementary materials and supplies, clothing, items featuring the university name and logo, student identification cards and parking decals. It also houses the Spartanburg office of the Carolina Collegiate Federal Credit Union.

Campus Safety and Security

The University Police Department patrols the campus on foot and in marked vehicles around the clock. The department has eight full-time uniformed patrol officers, all of whom are graduates of the South Carolina Criminal Justice Academy and commissioned as state constables with statewide arrest authority. Emergency telephones, located throughout the campus on the outside of buildings, are activated by picking up the receiver, which connects the caller with the University Police Department.

Career Services

The Career Services Office provides assistance to students seeking part-time employment, on or off campus, and seniors seeking full-time employment. Students are encouraged to attend job fairs with employers from various fields, and assistance is provided in resumé preparation and interviewing skills. Credentials files containing letters of recommendation are maintained for students. A library of information pertinent to the world of work is also maintained.

Child Care

Children from three to six years of age can be enrolled at the Burroughs Child Development Center. The center is open from 7:30 a.m. to 5:30 p.m. weekdays. The Center is open to children of students, staff and faculty, and a sliding fee scale is available for those with financial need.

Counseling Services

Counseling services are provided without charge to USCS students on matters of personal, educational, and career concerns. The counseling staff includes two counselors with advanced degrees and training. Services offered include short-term individual and group counseling, outreach programming, and assistance in career exploration and planning. The Counseling Services Center also provides prevention and educational programming on a variety of issues. Consultation to community and campus agencies is also available.

Disability Services

Students with disabilities are assisted through the Office of Disability Services. The staff works toward accessibility for all university programs, services, and activities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Services offered include priority registration, test proctoring, classroom adaptation, sign language interpreter, reader, and note taker. If you have a disability and need assistance, contact the Office of Disability Services.

Food Service

Dining Services, located on the first floor of the Campus Life Center, offers a variety of food choices, which can be purchased with cash or with a money-saving discount card.

Health Services

Health Services provides students with individualized and quality health care, as well as information to help students stay healthy. These services include urgent care, a variety of vaccinations, minor laboratory tests, a self-care medication clinic, health education and promotion. Referrals are made to area physicians and specialists. Services for students are either at no cost or a minimal fee (lab tests, flu shots, CPR, etc.). Contact Health Services on the second floor of the Hodge Center or the Student Affairs Office for further details.

Multicultural, International and Non-traditional Student Services

The overall purpose and goal of the Office of Multicultural, International and Non-traditional Student Services is to provide programs and services designed to enhance the development, retention, and graduation of minority, international and non-traditional students. Services include peer tutorial assistance; a mentor program; educational, cultural and academic development assistance; and African-American issues symposiums and a variety of educational workshops.

International students should contact the coordinator of multicultural, international and non-traditional student services shortly after their arrival on campus for orientation and information especially relevant to international students. This office provides a variety of support and development activities for the students it serves.

Orientation and Transition Programs

All new students are invited to participate in a university orientation program. Various formats are designed specifically for freshmen, evening students, adult and transfer students. Each program will include advisement and registration for classes for the upcoming semester; explanation of services provided for students; the opportunity to meet faculty, staff and student leaders, and a variety of informational sessions about USCS.

Student Housing

Housing is available adjacent to the USCS campus at the Rifle Ridge Apartments, a privately owned and managed residential facility for USCS students. Each two-bedroom unit is furnished, air-conditioned, and has a kitchen with stove, refrigerator, dishwasher and disposal. A recreation area with a pool, clubhouse, laundry, and basketball and volleyball courts is available. Housing also is available at other nearby privately owned apartment complexes.

Veterans' Affairs

Students eligible to receive veterans' educational benefits should contact the veterans' coordinator. Students receiving veterans' benefits are required to report any changes in curriculum, including courses dropped or added, absences, and withdrawal. Failure to report such changes results in termination of benefits.

Student Life

Involvement in co-curricular and extracurricular activities is an important aspect of college life. The Student Activities Office in the Division of Student Affairs provides support for a wide variety of activities, clubs, and organizations for the student body.

Academic and Honorary Organizations

These organizations include the Accounting Club, Alpha Psi Omega, Association for the Education of Young Children, Chemistry Club, Criminal Justice Club, Communication and Debate Club, Computer Science Club, Gamma Beta Phi, History Club, International Club, Kappa Delta Phi, Literary Club, Math Club, Model United Nations, the Mu Rho Chapter of Sigma Theta Tau (the International Honor Society for Nursing), Omicron Delta Kappa, Pi Sigma Alpha, Psi Chi, Psychology Club, Science Club, Society of Free Thinkers, Society of Professional Journalists, Sociologists Club, S.C.

Student Marketing Association, Spartan Club, Student Education Association, Understudies, and University Business Society.

Campus Activities Board

The purpose of the Campus Activities Board is to promote friendship and interaction among students, faculty, and staff through events such as dances, concerts, performances by entertainers, parties, and recreational activities. In return for their hard work, CAB members are given opportunities to participate in retreats, conventions, and a variety of leadership activities.

Campus Media

The Carolinian, the weekly campus newspaper, is published by students. It contains information pertaining to student life, club news, sports news and features.

The Powderhorn is a news magazine published by students.

Prickly Pear is an annual literary and art magazine, edited by students, that publishes the work of students, faculty members, and others.

Convocations and Special Programs

Each year the university sponsors a series of convocations featuring guest speakers who are prominent in fields such as education, politics and public affairs, the arts, science, and entertainment.

Exhibitions of art works are scheduled regularly during the academic year in the Smith Gallery, located in the lower level of the Horace C. Smith Building.

Intercollegiate Athletics

USCS has a broad-based intercollegiate athletic program for men and women. USCS teams compete in the Peach Belt Athletic Conference of the NCAA, Division II, which includes 10 other state-assisted schools in the Carolinas and Georgia. The university fields 10 varsity teams - basketball, cross country and tennis for men and women; baseball and soccer for men; softball and volleyball for women.

Performance Groups

The Shoestring Players, the USCS theater group, stages several major productions each year in the USCS Performing Arts Center.

The university has several musical groups - the University Singers, the USCS Wind Ensemble, the Gordon-Colloms Gospel Choir, and the USCS Pep Band - that perform in concert and for special events.

The USCS Debate Team gives students the opportunity to improve their research, reasoning and communications skills by competing with each other and with teams from other colleges and universities.

The USCS Cheerleaders promote school spirit and support for the athletic program by cheering at pep rallies, basketball games and other athletic events.

The USCS Dance Team performs at various campus and off-campus events, representing the school and promoting school spirit.

Recreation

The Office of Campus Recreation and Intramurals offers 40 events, leagues, and tournaments in a variety of team and individual competitions. Tennis courts, racquetball courts, a weight room and an auxiliary gymnasium are among the recreational facilities on campus. Equipment may be checked out through the Office of Campus Recreation. All USCS recreational events are co-ed. In addition to intramural events, the program includes extramural competition against other universities.

Social Fraternities and Sororities

USCS has chapters of Delta Zeta, Phi Delta Theta, Phi Mu and Pi Kappa Phi.

Special Interest Organizations

Among the campus organizations geared toward special interests are the African-American Association, Amnesty International, Baptist Student Union, Campus Crusade for Christ, College Republicans, Dance Team, Environmental Club, NAACP, Rifle Ridge Association, S.C. Student Legislature, Young Democrats.

Student Government Association

The Student Government Association is the official elected body that represents all USCS students. SGA officers work to conduct student functions and to maintain lines of communication among the faculty, the administration, and the student body. Students are appointed to various university committees upon the recommendations of the SGA. Student organizations are chartered upon its recommendations.

Student Conduct Regulations

The University of South Carolina-Spartanburg is an academic community preserved through the mutual respect and trust of the individuals who learn, teach and work within it. Inherent in the Code of Student Conduct is the belief in each individual's honesty, self-discipline and sense of responsibility.

The Academic Honor Code

It shall be the responsibility of every student at USCS to obey and to support the enforcement of the Academic Honor Code, which prohibits lying, cheating or stealing. For details of the honor code, procedures for handling complaints, and penalties for violations, consult the *USCS Student Handbook.*

The Campus Discipline Code

It is also the responsibility of every student at USCS to abide by the Campus Discipline Code, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the university community. All non-academic conduct that infringes upon the rights and welfare of others is thus embodied in the Campus Disciplinary Code. Violations are handled in the same manner as violations of the Academic Honor Code. Consult the *USCS Student Handbook* for details.

General Regulations

Drug and Alcohol Policy

USCS enforces a strong policy to prevent the illegal use of drugs and the abuse of alcohol. The university also complies with the Drug-Free School Act of 1989, which requires university officials to turn over to authorities for arrest and prosecution any person who illegally uses drugs. The complete Drug and Alcohol Policy is distributed to new students each semester. Copies are available in the Student Affairs Office.

Identification Cards

The USCS Bookstore provides identification cards for all students at USCS. Each student will be provided the first ID card at no cost but each additional will cost $2. Cards are automatically activated each semester when fees are paid. During a student's tenure at USCS, the initial card is a valid one. ID cards are required to check out books in the library as well as for entry at certain events. USCS is also investigating the possibility of using the ID card as a debit card. Details will follow in future student publications.

Parking and Traffic Regulations

All vehicles driven or parked on campus must be registered with the University Police Department. Parking permits must be clearly displayed at all times while the vehicle is on campus. A schedule of fees for student parking permits is in the Fees and Expenses section of this catalog.

Parking regulations are strictly enforced, including a state-mandated $100 fine for parking in a space reserved for the handicapped without a permit to do so. Unless otherwise posted, the campus speed limit is 25 miles per hour.

For Your Information

- **USCS English Fluency Grievance Policy:** Students who feel that they are unable to understand the spoken and/or written English of an instructor at USCS shall schedule a meeting with the dean of the respective school and make their concerns known. The dean will conduct an investigation and report to the complaining students his/her finding within ten working days of the complaint. In the event student charges are substantiate, the dean and the vice chancellor for academic affairs will take immediate action to rectify the problem. Such action may take the form of replacement of the instructor immediately, intensive remediation of the problem, or nay other solution that protects the due process rights of faculty and students.

— USCS Academic Affairs Office

- **If special accommodations or assistance will be needed,** please contact Stephanie Boyd, coordinator of disability services, at (803) 599-2199.

- **Students attending institutions that participate in federal student financial aid (Title IV) programs** have the right to notify the State Postsecondary Review Entity (SPRE) of complaints related to the institution's management or conduct of the Title IV programs, or to misleading or inappropriate advertising and promotion of the institution's educational programs, or other complaints about the institution. Students must first complete the institution's's internal complaint process. The SPRE may be contacted by telephone at (803) 737-2264 or by mail to the SC SPRE Complaint System, 1333 Main Street, Suite 200, Columbia, SC 29201.

- **The Student Right-to-Know Act** requires higher education institutions that receive federal funds to report graduation rates for students who enter the institutions as first-time, full-time degree-seeking students. In the case of four-year institutions, the rate is based on the number of those students who graduate within six years or enrolling.

In 1991-92, the graduation rate for first-time students who entered the University of South Carolina-Spartanburg on a full-time basis was 30.6%.

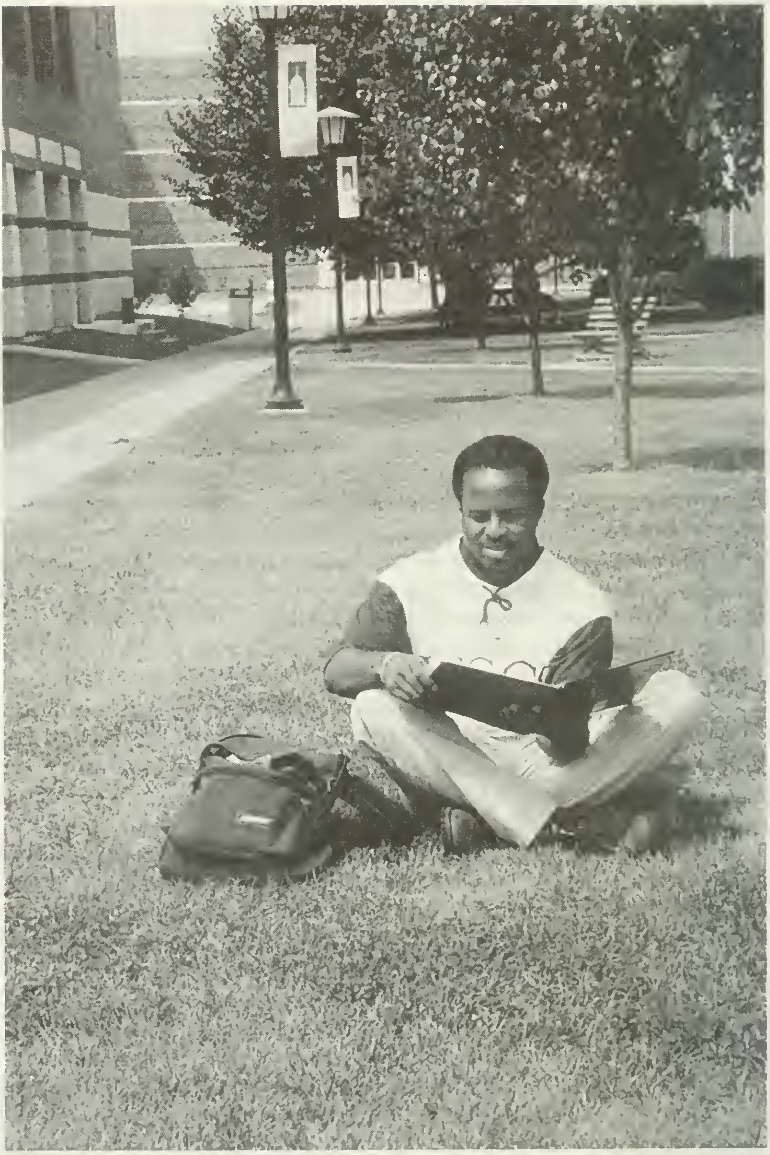
The figure does not include students who transferred from other institutions and graduated from USCS, or those who transferred from USCS to other four-year institutions and graduated from them.

The graduation rate is also affected by students who change from full-time to part-time status, those who discontinue studies an later return, as well as those who drop out permanently.

Another relevant factor is that the University of South Carolina-Spartanburg had an "open door" admission policy in 1986. New admission requirements were established in 1988 to assure that entering freshman are better prepared for college studies.

—University Communications Office

Academic Regulations



As the chief governing body of the university system, the board of trustees delegates powers to the chancellor, the president, and the faculty in accord with its policies. Subject to the review of the chancellor, the president, and the board of trustees, the faculty retains legislative powers in all matters pertaining to the standards of admission, registration, instruction, research, and extracurricular activities; the requirements for the granting of degrees earned in course; the curricula; the discipline of students; the educational policies and standards of the university; and all other matters affecting the conduct of academic affairs.

The university reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations, at any time when, in the judgment of the faculty, the chancellor, the president, or the board of trustees, such changes are for the best interest of the students.

The university assumes that students, through the act of registration, accept all published academic regulations appearing in this catalog or in any other official announcement.

Unforeseen circumstances may interfere with the scheduling of any particular course or degree offering. Students are expected to take such developments into account as they arise, even if doing so means a delay in some of their academic goals or a modification of those goals. The school concerned works closely with students facing such problems in an effort to resolve them.

Students may expect to obtain a degree in accordance with the requirements set forth in the regulations in force when they enter the university, or under subsequent regulations published while they are students. However, students are restricted in choice to the requirements of one specific catalog. Undergraduate students who enter the university under the regulations of a catalog have a period of eight years, inclusive and continuous, in which to claim the rights of that catalog.

Full-time undergraduate students who are absent from the university for five years or less and who return to complete their program of study have the right to continue under the catalog in effect at the time of original matriculation. Alternatively, students may elect to finish their program under the catalog in effect at the time of their return. If the period of absence is longer than five years, students are subject to the rules and regulations in force at the time of their return. Under no circumstances are students allowed to appeal to short-lived rules and regulations that were adopted and abandoned while they were not enrolled.

If there have been drastic revisions of curricula or programs during the absence (even if for less than five years), there may be no choice but to adopt the new program or a transitional program approved by the dean. USCS is not responsible for providing programs or courses that were deleted during the period of absence.

Exceptions to the policies stated in this catalog made orally to any student by an official of the university are null and void unless documented with a signed statement from the university official.

Right of Petition

Students who consider that they are entitled to relief or deviation from the academic regulations of the university may petition the dean of their major for consideration. If the petition is denied, the student may appeal to the vice chancellor for academic affairs.

Course of Study

Students are expected to follow the program outlined by their school as closely as possible, particularly in the first two years when they are satisfying basic degree requirements and prerequisites for advanced work.

Students must complete courses in the prescribed sequence. Failure to do so may lead to future schedule difficulties, and students may find that the subject for which they wish to enroll is either not available or is closed to students with advanced standing. Students who fail to successfully complete all of freshman requirements may not enroll in courses in their major field beyond the sophomore level. In the event that students are ineligible to continue courses in their major field, they may take electives until the deficiency is removed.

Course Substitutions

Under unavoidable and exceptional circumstances, the faculty may permit a substitution or an exemption from the ordinary processes to complete the prescribed curricula. Students requesting a deviation from the prescribed course of study should consult with their academic adviser before preparing a petition listing the substitutions or exemptions sought and the reasons for the requests. Petitions are submitted on forms obtainable from the deans' offices or the records office. They must be returned to the dean of the school in which the student is enrolled.

Any deviation from degree requirements as published in the catalog must have the approval of the dean of the student's major. If the petition is denied, students may appeal to the vice chancellor for academic affairs. The petition must be approved before a student enrolls in the substitute course.

Students transferring from another college or university desiring to substitute courses taken elsewhere for courses prescribed at USCS must submit a petition to the dean of the school in which they expect to enroll.

Change of Major

Students desiring to change their program of study by transferring from one school of the university to another are required to (1) obtain a change of major form from the records office, (2) have this form signed by the dean of the school in which they are currently enrolled, and (3) present the form for the approval of the dean of the school in which they plan to enroll along with a copy of the academic record obtained from the office of the former dean. A change of major should be completed in advance of registration.

Change of Name or Address

Students are obligated to notify the records office of any change in name or address. Failure to do so can cause serious delay in the handling of student records and in notification of emergencies at home. Change of name may be accomplished only by presenting proper legal documentation, such as a marriage license, birth certificate, or divorce decree in which the court permits the change of name.

Indebtedness

Students are expected to discharge any indebtedness to the university as quickly as possible. No degree is conferred on, nor any diploma, certificate, or record transcript issued to, students who have not made satisfactory settlement with the treasurer for all indebtedness to the university. Students may be prohibited from attending class, taking final examinations, or registering for future terms after the due date of any unpaid obligation. Students who have a repayment obligation for federal or state grant or loan funds (Pell Grant, Perkins Loan, SEOG, Supplemental Loan for Students, Stafford Loan or South Carolina Loan for Teachers) are not permitted to enroll.

Change of Campus Within USC System

Students wishing to change campuses within the USC System (e.g., move from USCS to USC Columbia) may initiate the process in the records office. Eligibility is determined by the campus and major to which the student wishes to transfer, and is based on hours earned and GPA.

Registration

Official enrollment in the university requires that students be academically eligible and have registration material approved by both the dean of the school in which they are matriculating and the records office. In addition, students must have a receipt issued by the treasurer for payment of current academic fees. Enrollment by proxy is not allowed unless permission has been obtained in advance from the records office.

Students are expected to complete registration (including the payment of all required fees and having an ID card made or validated) on the dates prescribed in the university calendar.

Advisement

The responsibility for completion of requirements for the degree lies with the student. Students and their major adviser are responsible for evaluating progress toward the degree and for interpreting and applying major requirements. Normally, students are able to progress by accepting the advice of their adviser, a faculty member in the field in which students intend to major. When special problems arise, students may consult their dean or the vice chancellor for academic affairs.

Advisement Testing

New freshmen must take a battery of advisement tests in English, reading, mathematics, and foreign language. Transfer students with fewer than 30 semester or 45 quarter hours earned may also be required to take advisement tests. Anyone who does not receive transfer credit for English 101 or foreign language must take advisement tests in these areas. Those who have not completed the math requirement for their USCS major must take a placement test in math. Transfer students with fewer than 30 earned hours who do not receive transfer credit for a reading course and do not transfer credit for a content course such as history or psychology with a grade of C or better must take the reading placement test.

Academic Skills Program. Freshmen and transfer students with fewer than 30 semester hours or 45 quarter hours attempted who place in at least two academic skills courses (English 100, Mathematics 098 or 099, General Studies 098 or 099) through advisement testing receive special advisement, counseling, and instruction. In addition, those who place into the Academic Skills Program are required to satisfactorily complete these courses, Freshman Orientation (SUNV 103), and earn a minimum grade point average of 1.5 during the first 30 semester hours attempted. Failure to meet any of these conditions will result in dismissal from the university.

Course Load

To graduate within a normal period of time, students should take approximately 15-18 credit hours per semester in academic studies. Students should talk to their adviser to determine the correct number of hours per semester for their major. All students enrolling for more than 17 hours must receive permission from the vice chancellor for academic affairs. No students are given permission for an overload unless they have an overall GPA of 3.0 or have made a 3.0 the previous semester. The maximum load any student may carry is 21 hours. Forms for overloads are available in the records office.

Independent Study

Students may register for an independent study course by completing the forms available from the dean's office or records office. These courses involve the voluntary participation of an instructor, and the student is expected to have the instructor complete the course summary section of the form. Register for independent studies courses in the records office.

Internship

Internship contracts are available in the records office or the dean's office. Students must complete these forms, obtain all signatures, and register for the course in the records office.

Auditing

Students must be admitted to the university to be eligible for auditing any course.

Auditing a course means attending classes and listening without actively participating in the class. An auditor is not responsible for any assignments or examinations. No credit may be earned in an audited course by examination; however, credit may be earned in an audited course by enrolling in the course for credit at a later date.

The request for the privilege of auditing a course is made to the instructional division or school concerned. The request is made for a specific semester. The normal registration process must be completed before class attendance is permitted.

Students taking a class for credit are given preference over auditors where class size limits are in effect.

Students who have registered for a course on an audit basis and who wish to change their registration to take the course for credit must do so no later than the last day for adding courses as indicated in the university calendar. Students who have registered to take a course for credit and who wish to change to an audit basis must do so no later than the last day to withdraw without penalty as indicated in the university calendar. The change is subject to approval of the course instructor and dean of the school, and must be requested on a change of schedule form. When completed, the form must be submitted to the records office.

Pass-Fail Option

The pass-fail grade option is designed to encourage students to investigate fields of study other than those required by their degree program. The pass-fail option is available to all undergraduate students whose semester or cumulative GPA is at least 2.0. Students are permitted to exercise the pass-fail option only on elective courses. No more than eight courses may be taken on a pass-fail basis. Pass-fail credits granted for successful performance on AP, CLEP, or ACT PEP examinations are not subject to the eight course limitation, nor do they count against the maximum number of courses which a student may take on this basis. The option is offered on all courses at the undergraduate level, and normal prerequisites may be waived for students taking a course on a pass-fail basis.

Students wishing to exercise the option must have the permission of the dean of the major school and the consent of their adviser. The option must be elected or revoked no later than the last day for withdrawing from the course without penalty.

Credit is given for courses taken on a pass-fail basis, but these courses do not affect the computation of the GPA nor evaluation for purposes of probation or suspension. The only grades assigned on courses taken pass-fail are S for satisfactory performance or U for unsatisfactory performance.

Repetition of Courses

Students may repeat a course they have passed, in order to raise their grade, only in the event that the school in which they are seeking a degree requires a higher grade in the course. Students seeking the Associate of Science in Technical Nursing, who have a 36-month absence since successful completion of a nursing course, must repeat all previously completed nursing courses.

Students who repeat a course have both course registrations on their permanent record. Both grades are used in the calculation of the GPA. Normally, credit for correspondence courses and courses completed at other institutions by a regular USCS student for any semester including summer is not accepted for transfer if the student has been previously enrolled in an equivalent course in the university.

Undergraduate Enrollment in Graduate Courses (Senior Privilege)

A special provision to earn graduate credit is available for USCS undergraduate seniors in their final semester who have a minimum GPA of 3.0 and who need less than a normal course load to complete baccalaureate requirements. Overload enrollment, which includes one or more courses under senior privilege, is not allowed. Courses for graduate credit under senior privilege cannot be used toward undergraduate degree requirements.

Summer Session

The summer session normally consists of two terms. Students regularly enrolled in the university may take work applicable to the degree they are seeking during the summer session. A listing of courses offered in the summer session is available after April 1 in the registration centers.
The maximum course load permitted in the summer session is 6 semester hours per term. A single extra hour may be carried if one of the courses involved is a 4-hour course.

The university reserves the right to cancel any course in the case of inadequate enrollment. Registration in any course may be closed when the maximum enrollment for efficient work is reached.

Changes in Registration

A change in registration involves adding a course, dropping a course, withdrawing from a course, changing from one course section to another, changing the number of credits in a variable credit course, changing course registration from audit to credit option. Any change in registration must be filed with the records office on the proper form with all required signatures.

Any change involving adding a course, dropping a course, changing a section, changing the number of credits in a variable credit course, or changing from audit to credit or from credit to audit must be completed by the end of late registration as published in the university calendar. Students may elect or revoke the pass-fail option no later than the last day to withdraw without penalty. Students are urged to consult with the dean of the school in which they are enrolled concerning any change of registration.

With the permission of both instructors, students may make the following schedule changes through the last day to withdraw without penalty (assuming the availability of the course to which the student desires to move):

Biology 101 to/from 110
Chemistry 105 or 111 to/from 101
English 100 to/from 101, 102 to/from 146
French, German, and Spanish 101 to/from 102 or 121, 102 or 121 to/from 201, 201 to/from 202 or 210, 202 or 210 to/from 310
Mathematics 098 to/from 099, 098 to/from 120, 098 to/from 121, 099 to/from 120, 099 to/from121, 120 to/from 121,121 to/from 143, 121 to/from 301,126 to/from143, 127 to/from 143, 143 to/from 099

Adding a Course, Dropping a Course, and Section Changes

Students may add a course, drop a course, or make a section change through the last day of late registration by completing a Registration/Drop and Add form available from the appropriate registration center as listed in the *Schedule of Course Offerings*. Courses dropped during the late registration period are not recorded on the permanent record and are not entered into the computation of hours attempted, grade point average, or any other totals. Students should discuss these matters with their adviser and obtain the appropriate signatures.

Course Withdrawal

Through Last Day to Withdraw Without Penalty. Course withdrawal is allowed after late registration and up through the last day to withdraw without penalty (eight weeks into the semester) by (1) completion of the Course Withdrawal Form available from the records office; (2) discussing the matter with the academic adviser, instructor, and dean, and having them sign the form; and (3) returning the form to the records office. Course withdrawals during this period are recorded as a W (withdrawn) on students' transcripts but are not entered into the computation of hours attempted, grade point average, or any other totals. In summer sessions and other shortened terms, the time allowed to withdraw from a course without academic penalty is equal to approximately 57 percent of the total number of class days from the beginning of the term. Students should check the university's academic calendar for the prescribed date in each semester or term.

Following Last Day to Withdraw Without Penalty. A grade of WF (withdrawn failing) normally is recorded for any course from which a student withdraws after the last day to withdraw without penalty. A WF is treated the same as an F in the calculation of a students' grade point average and in the evaluation of probation and suspension conditions. In certain exceptional cases, a grade of WF may be changed to a W, assuming the student withdraws under extenuating circumstances or for medical reasons and that the student is passing the course at the time of withdrawal. Requests to have the grade of WF changed to W are initiated by the student with the dean of their major where the necessary procedures are explained and the student is supplied the form entitled Request for Assignment of W Grade for Medical Reason or Extenuating Circumstances After Penalty Date. This form and supporting documentation concerning the extenuating circumstances are presented to and discussed with the student's major dean. Upon concurrence of the dean, the student submits the form and documentation to the appropriate instructor(s) for a grade assignment. (The dean of the College of Arts and Sciences serves as major dean for those students who have not declared a major.) Students return the form completed and signed to the records office by the last day of class for the semester (before final examinations for the semester begin).

Withdrawal from the University

Students wishing to withdraw officially from the university should obtain the form entitled Request for Semester Withdrawal or Cancellation from the records office. Students are responsible for completing an exit interview with the dean of their major, obtaining the required signatures, and returning the form to the records office for final action. Students who stop attending the university without following the withdrawal procedure may prejudice any future attempt to reenter the university. (See School of Nursing regulations for the specific withdrawal policy for that school.) Students withdrawing from the university prior to the last day to withdraw without penalty have the withdrawal date and the courses posted on their transcript with a grade of W.

Students withdrawing after the last day to withdraw without penalty, but not later than the last day of class, receive a grade of WF for each course in which they were enrolled. Students may petition to receive a grade of W rather than WF by carrying out the procedures outlined under the section entitled Course Withdrawal.

Post-Semester Withdrawal (Retroactive). Students who stop attending classes and fail to carry out the procedures for dropping or withdrawing from their courses will have final grades calculated on both completed and missed work. This typically results in a grade of F. If the absences are due to medical or other extenuating circumstances so serious that the student was neither able to attend classes nor initiate withdrawal procedures, the student may request to have each final grade changed to a W to indicate that there was satisfactory performance before being forced to stop attending classes. Normally, an appeal to change a final grade is considered only if initiated within one year after the final grade is assigned. Withdrawal must be from all courses.

Requests for post-semester withdrawal are initiated in the records office, where the necessary procedures are explained and the student is supplied with the form entitled Request for Withdrawal After the Penalty Date for Medical Reason or Extenuating Circumstances. This form and supporting documentation concerning the extenuating circumstances are presented to the dean of the student's major, who will make a determination as to the nature of the circumstances and the dates during which the student was unable to participate in classes. The dean makes a recommendation as to whether the student should be permitted a post-semester withdrawal from the university based on the findings of an investigation of the facts. The recommendation of the dean will be sent to the registrar, who will then forward the recommendation to the faculty member(s) for assignment of a final grade of W or WF. The final grade will be based upon the student's academic standing at the time of the initiation of the extenuating circumstances. If the instructor is no longer at USCS, and a forwarding address is available, the student shall, within the time specified on the extenuating circumstances form, transmit copies of all necessary materials to the former faculty member by certified return receipt mail. If the instructor fails to assign a W or WF within three months of the date of the request, or if no forwarding address is available, the dean of the appropriate school shall appoint a faculty member to consider the request and assign a W or WF.

The decision of the dean of the student's major concerning being allowed a post-semester withdrawal from the university or the assignment of a final grade by the faculty member(s) may be appealed as follows: (1) To appeal the decision of the dean of the student's major, the student requests that the Executive Academic Affairs Committee review the facts of the case. The decision of this committee will be final (2) To appeal the assignment of a final grade, the student will follow the procedure described in the catalog section entitled Academic Grievances.

Class Attendance

The resources of the university are provided for the intellectual growth and development of the students who attend. The *Schedule of Course Offerings* is provided to facilitate an orderly arrangement of the program of instruction. The fact that classes are scheduled is evidence that attendance is important and students should, therefore, maintain regular attendance if they are to attain maximum success in the pursuit of their studies.

All instructors will, at the beginning of each semester, make a clear written statement to all their classes regarding their policies concerning attendance. Instructors are also responsible for counseling with their students regarding the academic consequences of absences from their classes or laboratories. Students are obligated to adhere to the requirements of each course and of each instructor. All matters related to the student's absence, including the possible make-up of work missed, are to be arranged between the student and the instructor. Students should understand that they are responsible for all course content covered during their absences and for the academic consequences of their absences.

Examinations

Regular final examinations are held at the close of each semester. Examination schedules are published in the *Schedule of Course Offerings*. The results of these examinations, other assigned work, and grades for class performance determine the grade given at the end of the semester. Except for laboratories, no final examination may be held outside of the stated time without the special permission of the vice chancellor for academic affairs. Deviations from this policy should be reported to the vice chancellor for academic affairs.

In any course meeting two or three times a week, no quiz, test, or examination may be given during the last two class sessions prior to the regular examination period. In any course meeting once a week, no quiz, test, or examination may be given during the last class session prior to the regular examination period. In any course meeting more than three times a week, no quiz, test, or examination may be given during the last three class sessions prior to the regular examination period. Laboratory final exams, however, may be given during the last week of classes.

With the consent of the instructor, students may be transferred from one examination section to another of the same course. Students who are absent from any examination are given the grade F for the course if they do not offer an excuse acceptable to the instructor. Students with excused absences from examinations have the privilege of deferred or special examinations. At the convenience of the instructor, the deferred examination may be taken during the next regular examination period with credit awarded in the semester the course was taken. The examination must be taken within one calendar year from the time of the absence. Deferred examinations are granted only in case of absence that is unavoidable as a result of sickness or other cause.

Reexamination or the assignment of additional work for the purpose of removing an F or for raising a grade is not permitted.

Academic Standing

All students enrolled at USCS are subject to the same continuation standards. Administration of these regulations is the responsibility of the vice chancellor for academic affairs, who is not empowered to waive any of these provisions. Students may be granted relief from these regulations by the Committee on Admissions and Petitions only in extraordinary circumstances.

The following standards regarding scholastic eligibility are applicable to all undergraduate students.

Continuation Standards

Student records are reviewed every semester. Students who have 30 to 59 grade hours and have a GPA of less than 1.5 are placed on academic probation. Those with 60 or more grade hours and whose GPA is less than 2.0 are also placed on academic probation.

Students who are on academic probation must obtain at least a 2.0 average on the first 12 or more grade hours attempted under this status. These hours may be taken over more than one semester. Students failing to meet this requirement are suspended.

A student suspended for the first time will serve a one-year suspension. During the first suspension, a student may attend summer school at USCS, but must earn at least nine hours, with a minimum grade of C on all courses, to be automatically reinstated.

A student suspended for a second time will serve a two-year suspension. While serving a second suspension, a student may attend summer school at USCS, but there is no automatic reinstatement option.

The third suspension is for an indefinite period of time and the student will not normally be eligible to return to USCS. A student on indefinite suspension may not attend summer school at USCS.

Students on suspension are not admitted or allowed to continue any program of the university for credit or for grade point average purposes.

Credits earned at other institutions while students are on suspension from the university are not applied toward degrees from USCS or used for improving the grade point average. Credits earned through correspondence courses initiated during the period of suspension are not entered on students' academic records until one calendar year from the date of their return to the university.

Students who are granted relief from the suspension provision by the Committee on Admissions and Petitions are placed on academic probation. The Committee may place stipulations on the probationary readmission.

Students returning from suspension begin a new probationary period. Failure to achieve 2.0 GPA on the first 12 or more grade hours attempted since returning from suspension results in another suspension.

Students who place in the Academic Skills Program but fail to meet the conditions will be permanently dismissed from the university. Permanent dismissal may be appealed to the faculty Admissions and Petitions Committee.

Academic Grievances

Academic grievances include, but are not limited to, the following areas: grading, acceptance into a program (for example, nursing or education), academic policies, and transfer credit. Students having a grievance should start the grievance process with the appropriate academic dean. Each school has developed its own policy for academic grievances. If the problem is not solved at the school level, students may appeal to the vice chancellor for academic affairs. Instructors are not bound by the grade appeal recommendations. Students have one year to file an academic grievance.

Transfer Credit

The transcript of each transfer student will be evaluated by the dean of the school in which he or she matriculates. If no major or undecided is indicated at the time of application, the transcript will be evaluated by the dean of the College of Arts and Sciences.

A student transferring from a four-year institution not accredited by the appropriate regional accrediting association may validate hours earned at the non-accredited institution by successful completion of 15 hours at USCS with a minimum 2.0 GPA. Credits earned at two-year non-accredited institutions may be validated by examination.

A student who was enrolled at USCS and transferred to another institution and who now wishes to transfer back to USCS may be able to transfer all course work if they were in residence at the other institution for a full academic year. Otherwise, credit for academic work equivalent to courses previously taken at USCS cannot be transferred to USCS. Similarly, a student cannot receive transfer credit for an equivalent course taken previously at another institution.

Normally, credit for correspondence courses and courses completed at other institutions by a regular USCS student for any semester including summer is not accepted for transfer if the student has been previously enrolled in an equivalent course in the university. Credit for other courses is accepted only under the conditions that (1) each course is approved in advance by the dean concerned or by the vice chancellor for academic affairs, and this approval is filed in writing with the records office; and (2) each course is passed with a grade adequate for transfer purposes.

Students who are suspended from the university for any reason may not earn academic credit during the period of suspension by residence elsewhere. Students who are suspended may not have correspondence course credit entered upon their records until one calendar year from the date of their return to the university.

A maximum of 76 semester hours may be transferred for degree credit from a junior college or two-year institution that is accredited by a regional association such as the Southern Association of Colleges and Schools. USCS uses all grades (with the exception of grades for courses taken on a pass-fail basis) listed on transcripts of other institutions in the calculation of the transfer GPA. Therefore, the GPA as calculated by USCS may be different than the one appearing on the transcript of another institution. Admission to the university or a particular program (business, education, nursing, arts and sciences) is determined by the transfer GPA as calculated by USCS.

As a general rule, some courses are not acceptable for transfer credit to USCS or to any campus of the University of South Carolina system. These include occupational or technical courses, remedial courses, courses from a two-year institution that are considered upper-level at the university, or courses from a two-year institution that are not a part of that institution's college parallel program. Exceptions to this rule may be made only by the vice chancellor for academic affairs or the dean of the school in which the student is majoring. Exceptions are made only in specific cases where the courses being considered for transfer credit are judged to be uniquely relevant to the student's degree program. Examples of possible exceptions include typing courses for journalism majors or drafting courses for engineering majors.

A grade of D transferred from outside the University of South Carolina system cannot be used in degree programs. In certain instances, credit for transfer courses may be obtained by a validation examination (see Institutional Credit by Examination). This examination is given upon approval of the dean of the school in which the subject is taught. Grades earned in courses completed in programs leading to an associate degree, which are validated by examination, are not counted in computing the GPA for baccalaureate programs.

Credit by Examination, Military Credit, and Credit for Non-collegiate Programs

Students with a strong background in a variety of basic courses may be able to exempt courses and receive credit hours for courses based on their scores on Advanced Placement (AP), College Level Examination Program (CLEP), American College Testing Proficiency Examination Program (ACT PEP), or by successfully passing a course challenge examination prepared at

USCS. Students may also seek credit for military schooling or training offered by certain non-collegiate organizations. Normally, a maximum of 30 semester hours earned in any combination of correspondence courses, AP, CLEP, ACT PEP, USCS institutional credit by examination, military and other service schools, educational programs of non-collegiate organizations, off-campus extension classes, or while classified as a special student are accepted as partial fulfillment of the requirements for the baccalaureate. Exceptions to this 30-hour rule may be made at the discretion of the dean of the appropriate school. Students planning to pursue work at other institutions or planning to take correspondence courses or off-campus extension classes must complete this work before attaining senior classification (90 semester hours) because the last 30 credits (representing the senior year's work) must be earned in residence at USCS.

AP, CLEP, ACT PEP, and USCS institutional credit by examination do not enter into calculation of students' GPA.

USCS accepts many, but not all, AP, CLEP, and ACT PEP subjects. Transfer students with AP, CLEP, or ACT PEP credits in subjects not listed below must submit those credits to the dean of the appropriate school for review. Students are not allowed to earn CLEP, ACT PEP, and/or USCS institutional credit by examination for courses in which they have been previously enrolled either regularly or as an auditor.

Advanced Placement (AP)

All Advanced Placement courses and tests are administered by high schools and should be completed successfully before entering USCS. An entering student who has passed 30 hours of AP credit may be granted sophomore standing upon enrollment.

The Advanced Placement courses accepted by USCS are:

American Government-Political Science: Three credits for Government and International Studies 201 with a minimum score of 3.

American History: Three credits for History 110 with a score of 3. Six credits for History 201 and 202 with a score of 4 or 5.

Art History: Three credits for Art History 105 or 106 with a minimum score of 3.

Art Studio-Drawing: Three credits for Art Studio 111 with a minimum score of 3.

Art Studio-General: Three credits for Art Studio 103 or 104 with a minimum score of 3.

Biology: Eight credits for Biology 101 and 102, including laboratory credit, with a minimum score of 3.

Chemistry: Four credits for Chemistry 111 with a score of 3; eight credits for Chemistry 111 and 112 with a score of 4 or 5.

Chinese: Eight hours of university credit with a minimum score of 3.

Comparative Government-Political Science: Three credits for Government and International Studies 320 with a minimum score of 3.

Computer Science A: Three credits for Computer Science 140 with a minimum score of 3.

Computer Science AB: Three credits for Computer Science 140 with a minimum score of 3.

English Language and Composition and *English Literature and Composition:* Three credits for English 101 with a score of 3 or 4 on either English AP exam. Three credits for English 101 and three credits for English 102 with a minimum score of 3 or 4 on both English AP examinations. Three credits for English 101 and three credits for English 102 with a minimum score of 5 on either or both English AP examinations.

European History: Three credits selected from History 101, 102, or 111 with a score of 3. Six credits selected from History 101, 102, or 111 with a minimum score of 4 or 5.

French, German, and *Spanish:* Eight credits for 101 and 102 level courses with a score of 3. Eleven credits for 101, 102, and 201 level courses with a score of 4 or 5. Students desiring AP foreign language credit at USCS should take only the language portion of the AP examinations. No credit is given for the literature portion of the examinations.

French Literature: Three credits for French 309 with a minimum score of 3.

Latin-Vergil and *Latin-Catullus, Horace:* Eight hours of university credit with a minimum score of 3.

Macroeconomics: Three credits for Economics 221 with a minimum score of 3.

Mathematics-Calculus AB: Six credits for Mathematics 143 and Mathematics 144 with a score of at least 3.

Mathematics-Calculus BC: Six credits for Mathematics 143 and 144 with a score of at least 3.

Microeconomics: Three credits for Economics 222 with a minimum score of 3.

Music Listening and Literature: Three credits for music history and literature 110 with a minimum score of 3.

Music Theory: Three hours of university credit with a minimum score of 3.

Physics B: Four credits for Physics 201 with a score of 3; eight credits for Physics 201 and 202 with a score of 4 or 5.

Physics C: Mechanical: Four credits for Physics 211 with a minimum score of 3.

Physics C: Electricity and Magnetism: Four credits for Physics 212 with a minimum score of 3.

Psychology: Three credits for Psychology 101 with a minimum score of 3.

Spanish Literature: Three credits for Spanish 309 with a minimum score 3.

College Level Examination Program (CLEP)

Credit for subjects in which students are knowledgeable, but have no class standing, can be gained through successful completion of the College Entrance Examination Board (CLEP) tests.

Credit earned in CLEP may be applied to any program where the course normally would be accepted as earned credit. CLEP credit is not granted for courses that have been failed previously, nor does CLEP credit raise a grade earned previously in any course. Repeat examinations are not allowed. USCS does not give credit for the CLEP general examination. Students wishing to take CLEP tests should contact the Admissions Office for the necessary applications and notify their faculty adviser of their intention to take the test.

The CLEP examinations accepted by USCS are:

American Government: Three credits for Government and International Studies 201 with a satisfactory essay and minimum score of 50 on the objective section.

American History: For American History I three credits chosen from History 201 or 110, for American History II three credits chosen from History 202 or 110 with satisfactory completion of the essay sections and a minimum score of 50 on each objective section.

American Literature: Three credits for English 279 or 280 with satisfactory completion of the essay section and a minimum score of 46 on the objective section.

Analysis and Interpretation of Literature: Three credits for English 102 with a satisfactory essay and a minimum score of 49. Credit is given after completion of English 101 with a C or higher. If CLEP examinations for both Composition and Literature are successfully completed, six hours of credit for English 101 and 102 are awarded upon passing any 300 or higher level English with a grade of C or better.

Biology: Eight credits for Biology 101 and 102, including laboratory credit with a minimum score of 50.

Business Law: Three credits for Business Administration 347 with a minimum score of 51.

Calculus with Elementary Functions: Three credits for Mathematics 143 and three credits for Mathematics 144 with a minimum score of 47.

Chemistry: Four credits for Chemistry 111 with a minimum score of 50.

College Algebra: Three credits for Mathematics 126 with a minimum score of 45.

College Algebra/Trigonometry: Three credits for Mathematics 126 and 3 credits for Mathematics 127 with a minimum score of 45.

College Composition: Three credits for English 101 with a satisfactory essay and a minimum score of 48 on the objective section. Credit is awarded after completion of English 102 with a grade of C of better.

Introductory Accounting: Three credits for Business Administration 225 with a minimum score of 47; 6 credits for Business Administration 225 and 226 with a minimum score of 55.

Introductory Management: Three credits for Business Administration 371 with a minimum score of 47.

Introductory Marketing: Three credits for Business Administration 350 with a minimum score of 50.

Introductory Sociology: Three credits for Sociology 101 with a minimum score of 50.

Macroeconomics: Three credits for Economics 221 with successful completion of the essay section and a minimum score of 48 on the objective section.

Microeconomics: Three credits for Economics 222 with successful completion of the essay section and a minimum score of 47 on the objective section.

Micro/Macroeconomics: Six credits for Economics 221 and 222 with successful completion of the essay section and a minimum score of 47 on the objective section.

Money and Banking: Three credits for Economics 301 with a minimum score of 50.

Psychology: Three credits for Psychology 101 with a minimum score of 50.

Statistics: Three credits for Economics 291 with a minimum score of 49.

Trigonometry: Three credits for Mathematics 127 with a minimum score of 50.

Western Civilization: For Western Civilization I, three credits to be chosen from History 101 or 111; for Western Civilization II, three credits chosen from History 102 or 111 with satisfactory completion of the essay sections and a minimum score of 50 on each objective section.

American College Testing Program (ACT/PEP)

Credit for subjects in which students are knowledgeable, but have no college credit, can be gained through successful completion of the PEP tests. USCS students may earn up to 30 semester hours via PEP. Those attempting PEP must rank in the 70th percentile of the scored population taking the examinations. Students wishing to take a PEP test should contact the Counseling and Career Development Center for the necessary applications and notify their faculty adviser of their intention to take the test.

The ACT PEP examinations accepted by USCS are:

Accounting: Level I: Six credits for Business Administration 225 and 226.

Accounting: Level I: Nine credits for Business Administration 331, 332, and 333.

Accounting: Level II: Area III: Three credits for Business Administration 437.

Finance: Level I: Three credits for Business Administration 363.

Management of Human Resources: Level I: Three credits for Business Administration 371.

Management of Human Resources: Level II: Three credits for Business Administration 376.

Management of Human Resources: Level III: Three credits for Business Administration 477.

Marketing: Level I: Three credits for Business Administration 350.

Marketing: Level II: Three credits for Business Administration 352.

Marketing: Level III: Three credits for Business Administration 458.

Operations Management: Level I: Three hours for Business Administration 475.

Institutional Credit by Examination

Students regularly enrolled or previously enrolled in the university may obtain credit by examination for courses in which they have had no class attendance or semester standing. However, permission must be obtained from the dean of the school involved. A grade of not less than B on the examination is necessary to receive credit for the course. Examinations are not permitted in courses in which students previously have enrolled either regularly or as an auditor. Before the examination, applicants must pay the records office a fee of $15 per semester hour. This fee is non-refundable. The records office issues a receipt which must be shown to the dean of the school conducting the examination. The dean immediately reports the results of the examination to the records office. Credits earned under this regulation are recorded only as hours earned.

Military Service School Credit

Following enrollment, a student may obtain credit for experiences in the Armed Services. In order to receive credit the student must have a DD 214 and/or DD 295 and Certificates of Completion. Students who feel they qualify should contact the admissions office.

Following a review by the admissions office using *A Guide to the Evaluation of Educational Experiences in the Armed Services*, a recommendation for credit is made to the dean of the student's major area. The final decision as to the credit awarded is made by the dean of the school in which the student is enrolled.

Credit for Non-collegiate Programs

USCS will consider credit awarded for non-collegiate educational programs as recommended by the American Council on Education. Documentation is required. Final determination is made by the dean of the school in which the student is enrolled. Students who feel they may qualify should contact the admissions office.

Correspondence Course Credit

Undergraduates may receive credit for correspondence courses taken concurrently with their regular academic work. Students must request permission to enroll in such courses on a form available in the records office. Enrollment must be approved in advance by the dean of the school in which the student is enrolled.

Information concerning correspondence courses available from the University of South Carolina may be obtained from the records office.

English Placement Examination

Entering freshmen who meet the criteria of the English Placement Examination may receive credit for English 101 after making a minimum grade of C in English 146.

Grading System

Grade Symbols

The grading system outlined below is in effect for all students at the university. Under this system, undergraduate course credit is granted only for earned grades of A, B+, B, C+, C, D+, D, or S. Any of the following symbols (except NR) become a permanent part of students' academic records when assigned.

A, B, C, D, and F carry the traditional academic connotations of excellent, good, average, poor, and failing performance, respectively.

S and U indicate, respectively, satisfactory (passing) and unsatisfactory (failing) performance in courses carried on a pass-fail basis, as indicated in the course description, or in courses for which the pass-fail option is elected under the conditions detailed in the section entitled Pass-Fail Option. The grades of S and U do not enter into the calculation of the GPA nor are they used in evaluation for probation or suspension.

W is assigned for withdrawals after late registration but on or before the last day to withdraw without penalty. W may be assigned, in exceptional cases, to indicate satisfactory performance in courses from which students withdraw after the last day to withdraw without penalty. The grade is used primarily in cases of withdrawal from the university or course withdrawal for medical reasons or other extenuating circumstances. See the catalog section on Changes of Registration for an explanation of the procedures necessary for the assignment of this grade. A grade of W is not used in the evaluation of probation or suspension conditions and GPA computation. WF is assigned for withdrawal from a course after the last day to withdraw without penalty and is treated as F in the computation of GPA and in the evaluation of probation and suspension conditions.

I, incomplete, indicates satisfactory attendance and performance but failure to complete some portion of the assigned work in the course. By arrangement with the instructor, students may have up to 12 months during which to complete the work before a final grade is recorded. (It is the responsibility of the student to ensure all arrangements for removal of the incomplete have been made and that all work for rectifying the incomplete has been accomplished.) Students seeking an I must arrange a meeting with the instructor before the end of the term to determine the requirements for the completion of the course. If, as indicated by the instructor, circumstances prohibit a meeting before the end of the term, such a meeting should be held within the first 30 days of the next regular (that is, fall or spring) semester. If students do not meet with the instructor by the end of this 30-day period, a final grade may be assigned at the discretion of the instructor. In no case is the ultimate deadline more than 12 months from the date that the I is given. All copies of the incomplete form are to be turned into the records office with the final grade sheets. The records office routes the copies to the appropriate offices and to the student. Upon completion of the required work, the instructor will assign a final grade. If the instructor is no longer at USCS, the student shall, within the time specified on the incomplete grade form, transmit copies of all necessary materials to the former instructor by certified return receipt mail. If the instructor fails to assign a grade within three months of the date of the request, or if no forwarding address is available, the dean of the appropriate school shall appoint a faculty member to consider the request and assign a grade. In the absence of the assignment of another grade, the I automatically becomes an F, at the end of one year, and may be changed only if it was recorded erroneously. The grade of I affects the computation of GPA as if it were a grade of F until a permanent grade is assigned.

AUD indicates a course was carried on an audit basis.

NR, no record, is assigned by the records office only in the event an instructor fails to submit a student's grade by the proper time. It is a temporary mark on the transcript and must be replaced by a grade. An NR is changed to a grade of F after one semester if no other grade can be obtained from the instructor by the appropriate dean.

Grade Point Average

The grade point average is computed on the basis of all semester hours attempted for credit within the University of South Carolina system, except for hours carried on a pass-fail basis. The GPA is not affected by courses taken on a non-credit or audit basis.

The grade points earned in courses carried with a passing grade are computed by multiplying the number of semester hour credits assigned to the course by a factor determined by the grade. For courses in which the grade of A is earned, the factor is 4; for B+, 3.5; for B, 3; for C+, 2.5; for C, 2; for D+, 1.5 and for D, 1. The grade point average is determined by dividing the sum total of all grade points by the total number of hours attempted for credit (excepting hours carried on a pass-fail basis). No grade points are assigned to the symbols F, S, U, WF, W, I, AUD, or NR.

Grade Reports

At the end of each semester, grade reports are sent to students at their permanent address.

Transcripts

A transcript of students' records carries the following information: admission data, current status, a detailed statement of the scholastic record showing courses pursued with semester hours carried, semester hours earned, grades, grade points, and system of grading. All failures, incomplete grades, and penalties such as probation, suspension, or other restrictions are also indicated. No partial record is issued.

All requests for transcripts must be written. Students needing a copy of their transcript or a certified copy of the end-of-semester grade report must complete a transcript request form at the records office. Transcript costs are $5 for each copy. Certified copies of the end-of-semester grade report are available at $1 each. No transcript is issued to students who are indebted to the university.

With the exception of copies made for internal university use, no copy of a student's records is released anywhere (including the state department of education) without the student's written consent, unless required by law or court order.

Academic Forgiveness for Former USC Students

An undergraduate student who meets all of the following conditions may apply for academic forgiveness:

1. The student was not enrolled at any University of South Carolina campus for at least 48 months
2. The student must be readmitted to a degree program at the University of South Carolina and must complete at least 24 hours of approved graded course work prior to applying for academic forgiveness
3. After readmission to the university, the student must earn a cumulative GPA of at least 2.0 and meet the progression requirements of his or her degree program
4. The student has not previously been granted academic forgiveness

A student who has met these conditions and desires academic forgiveness must submit a written request for academic forgiveness to the dean of the school in which the student is enrolled. After verification of the student's eligibility, the dean shall inform the registrar that academic forgiveness has been granted to the student.

Once academic forgiveness has been granted, the following apply to the student's academic record:

1. All curriculum requirements will be in accordance with those in force at the time of or subsequent to the student's readmission
2. The student may not receive academic honors upon graduation
3. The student's grade point average is recalculated beginning with the semester in which the student was readmitted to the university
4. Courses in which the student received a passing grade prior to readmission and the granting of academic forgiveness may, at the discretion of the student's school, be used for academic credit, but are not used in the calculation of the grade point average
5. The following statement shall appear on the academic record of any student granted academic forgiveness: "This student was granted academic forgiveness under the University of South Carolina Academic Forgiveness Program. No courses taken prior to (date of readmission) are used in the calculation of the GPA, but those in which the student received a passing grade may be used to meet degree requirements"
6. The permanent academic record will remain an unmodified record of all work attempted at the University of South Carolina
7. A cumulative GPA of 2.0 is required on all work following academic forgiveness for purposes of graduation.

Classification of Students

Classification of students is based on the total number of semester hours earned. A student must have earned 30 semester hours to be classified as a sophomore, 60 for classification as a junior, and 90 for classification as a senior. Students are classified at the beginning of each semester.

Academic Honors

Honor Lists

Each semester academic achievement is recognized by entering students' names on the chancellor's honor list and the dean's honor list. The chancellor's honor list requires a GPA of 4.0 earned on a minimum of 12 credited semester hours. The dean's honor list requires a grade point average of 3.5 or higher (3.25 or higher for freshmen) earned on a minimum of 12 credited semester hours.

No course carried on a pass-fail basis is counted toward the 12 hours required for either the chancellor's or dean's honor lists.

Graduation with Honors

Graduation with honors is based on a cumulative GPA calculated on all work in the student's college career, including any attempted at other institutions. This calculation includes all courses attempted, not just those submitted in fulfillment of graduation requirements.

Transfer students who apply to graduate with honors, in addition to their overall record, must show a GPA within the USC system which meets the level specified for the honors being sought.

The following designations indicate a consistently high level of academic achievement through the student's entire academic career. To graduate with such honors, a student must have earned at least 60 credit hours applicable to the degree in residence at the University. Courses taken by a transient student at other institutions, by correspondence, by examination, or by exemption are not considered "in residence."

Summa cum Laude: A cumulative GPA of 4.00
Magna cum Laude: A cumulative GPA of 3.75-3.99
Cum Laude: A cumulative GPA of 3.50-3.74

Honorary Societies

Students whose records demonstrate superior academic achievement may be invited to join several honor societies chartered on the USCS campus. These organizations exist not only to recognize outstanding students but also to promote academic achievement in all areas of the university.

A chapter of Gamma Beta Phi national honor society was chartered at USCS in 1978. Membership is open to students who rank in the top 15 percent of their class and who have completed fifteen or more semester hours in residence at USCS.

A chapter of Kappa Delta Pi, a national education honorary fraternity, was established at USCS in the spring of 1978. It is open to juniors and seniors who have outstanding academic records and a strong commitment to the profession of education.

The Mu Rho Chapter of Sigma Theta Tau, the International Honor Society for Nursing, was chartered in March 1992. Membership is open to BSN students in the top 35 percent of the senior class with a minimum GPA of 3.0. This academic society strives to promote excellence and the advancement of nursing knowledge, research and leadership.

Omicron Delta Kappa is a leadership and scholarship honor society affiliated with Omicron Delta Kappa national fraternity. Membership is open to juniors and seniors who rank in the upper 20 percent of their class and who meet chapter criteria for leadership and service to the campus.

Pi Sigma Alpha is the national political science honor society. The Nu Kappa chapter was chartered at USCS in 1982. Membership is open to students who attain a B average, both overall and in political science courses. Applicants must have completed 10 semester hours in political science and be ranked in the upper third of their college class.

Junior Marshals

Students with junior standing, at least 30 hours in residence at USCS, and who have demonstrated the highest levels of academic excellence may be asked to serve as Junior Marshals.

Graduation

Requirements and Procedures

Applicants for graduation are urged to confer with the appropriate dean about their major program and degree requirements before the beginning of their last semester of residence at USCS. Students who have applied for graduation but did not meet degree requirements must re-apply. A one-time graduation fee of $25 is charged to all applicants.

Residence Requirements. The senior year of work (30 semester hours) must be completed in residence at the university. In residence means that students are regularly enrolled in the university, are members of a class which is supervised by a regular faculty member of USCS, attend classes on a regular, pre-established schedule, and in other ways conform to the requirements that are normally connoted by the term in residence. In residence requirements may not be met by courses for which credit is earned by exemption or examination, courses taken by correspondence, or courses for which transfer credit was awarded. Students who have not established credit for the prescribed number of hours in residence are not eligible for graduation.

Residence Requirements in the Major. To receive a degree, students must complete at least 12 semester hours of major course credit at USCS or at other campuses in the USC system.

Degree Applications. Candidates for degrees and certificates must file formal applications during the last academic term before graduation with the records office on forms obtained at that office. Applications must be filed by the third week of the fall or spring semester in which the degree is to be awarded, or within the first 10 days of the first summer session.

Graduation Requirements. Students submit to their dean a list of courses meeting all regulations and requirements of their school and major department which they claim for graduation and for which their overall GPA and their GPA on USC system course work is at least 2.0. This list, after verification, forms the basis for the dean's approval or rejection of students' applications for graduation. (This list contains only the courses in which students have performed at or above the required level. The list need not contain all courses attempted or passed, but only those which students wish to submit in fulfillment of graduation requirements.) Students who have been granted academic forgiveness must have an overall GPA of at least 2.0 since returning to USCS. A minimum grade of C is required for any course submitted for fulfillment of general or intensive major requirements in most degree programs. Exceptions to this requirement are noted in the description of each academic program.

Second Undergraduate Degree

At times the university confers a second undergraduate degree upon candidates who have completed all requirements for the desired degree. A second degree is awarded provided that the additional requirements for the second degree include a minimum of 18 semester hours beyond those required for the first degree. Students may pursue both degrees simultaneously. A separate application is required for each USCS degree.

Student Responsibility

The USCS *"Student Handbook"* contains additional rules and regulations as well as the Code of Academic Responsibility. Students are responsible for obtaining a copy of the handbook from the student affairs office upon registration.

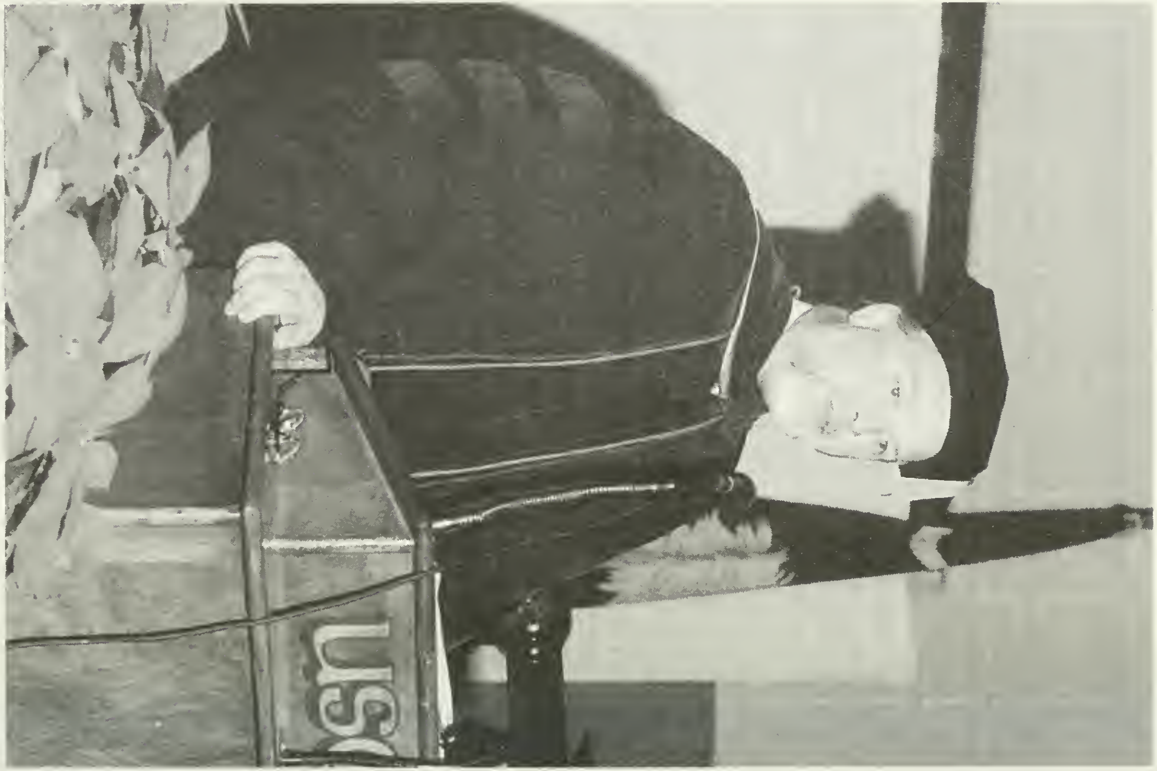
Confidentiality of Student Records

In accordance with the Family Education Rights and Privacy Act of 1974, students have the right to review, inspect, and challenge the accuracy of information kept in a cumulative file by the university unless they waive this right. This act also insures that records cannot be released, other than in emergency situations, without the written consent of students, except in these circumstances:

- To other school officials, including faculty, within the educational institution or local educational agency who have legitimate educational interests
- To officials of other schools or school systems in which students intend to enroll, upon condition that the students are notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record
- To authorized representative of the U.S. Comptroller General, the Secretary of the U.S. Department of Education, an administrative head of an educational agency, or state educational authorities.
- In connection with students' applications for, and receipt of, financial aid
- Where the information is classified as directory information. The following categories of information are designated by the university as directory information: name, address, telephone listings, date and place of birth, major field of study, dates of attendance, degrees and awards received, and the most recent educational institution attended by the student. Students who do not wish such information released without their consent should notify the records office prior to the first day of classes.

Questions about this law and the university's policy on release of academic information may be directed to the records office.

Academic Programs



Curricula

The curricula established for all bachelor's degrees include, generally, a set of courses that fulfill the general education requirements, a set of courses that comprise a departmental major, a set of courses that comprise a cognate, and several elective courses.

General Education Requirements. A set of general education requirements is included in each baccalaureate program. The purpose of such requirements is to provide a broadly based educational foundation upon which an area of specialization may be developed. For this reason, students are encouraged to select various courses outside their major area of study.

To help ensure common educational competencies and skills in all students, the faculty has adopted a set of general education requirements that apply across all schools of the university. However, the options provided in the general education requirements have been limited and structured to meet the needs of each major. Students are, therefore, advised to follow the specific requirements listed in the catalog under the individual majors.

General Education Requirements

The general education requirements listed below are incorporated into all majors at USCS. They represent a minimum level of introduction to various subdivisions in the liberal arts, providing a common educational experience for all USCS graduates.

A course may be used to satisfy only one general education requirement.

I. Communication

Purposes: To be able to read, write, speak, and comprehend standard English effectively.

English 101 and 102; or 146[1]	6
Speech 201	3

All students must be proficient in writing to be graduated from USCS. English 102 or 146 (with a minimum grade of C in 146) at USCS satisfies this requirement. Transfer students may demonstrate proficiency in writing by any of the following:

- Successful completion of English 102 at USCS.
- Successful completion of English 146 at USCS with a minimum grade of C.
- Successful completion of a writing competency test (the test may be repeated once).
- Successful completion of English 245 at USCS.

All students must also be proficient in reading. Students who fail a reading competency exam upon entering must complete General Studies 098.

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

II. Mathematics

Purposes: To have knowledge of the fundamentals of algebra especially as used in solving principal, interest, motion, area, volume, rate, and comparable concepts; to be able to construct, read, and interpret graphs, to be able to understand elementary statistics.

Mathematics 120 or a higher level mathematics course (some USCS majors require higher level mathematics courses) or successful completion of a mathematics competency examination 3
One additional course to be selected from a higher level mathematics course, logic, or statistics 3

III. Arts and Humanities

Purposes: To exhibit an appreciation of the cultural roots of modern society; to develop analytical reading and writing skills; to explore the fine arts: music, art, drama.

Fine arts 3
History 101, 102, 111, or 112 3
One course selected from the following (but not more than 3 hours in a single discipline in the fine arts) 3
American literature; art; English literature, linguistics, or literary theory; history; literature in a foreign language; music; philosophy; religion; speech; theatre; world literature

IV. Social and Behavioral Sciences

Purposes: To understand the dynamics of interactions at the personal, group, and societal level; to have introductory understanding of the dynamics of local, state, national, and international relationships; to exhibit the ability to organize data and information and to analyze and interpret data and information.

Government 201 3
Courses from two of the following, with two disciplines represented: 6
Anthropology; Economics 221, 222; government and international studies; Geography 103; psychology (except 225); sociology (except 201)

V. Natural Science

Purposes: To explore the methods, strengths, and limitations of science; to exhibit a knowledge of important scientific models which form a basis of our modern culture; to experience the gathering, organization, and interpretation of data; to explore the interrelatedness of science and society.

Two courses, including at least one laboratory course, to be selected from one or more of the following: 7-8
Astronomy; biology; chemistry; Geography 201, 202; geology; physics

VI. Foreign Culture 3-4

Purposes: To develop an understanding of contemporary foreign culture; to have an awareness of cultural diversity; to increase understanding of international issues.

A course of an international nature chosen from the following: Anthropology 102; art; Economics 503; English 275, 276, 290, 322, 319, 423; Geography 121, 212, 340; Government and International Studies 310, 326,327, 447, 491; History 112, 317,318, 321, 341, 344, 351, 352, 356, 357, 358,365; or any foreign language course except 103; or Religion 103.

VII. Computer Studies 3

Purposes: To exhibit a knowledge of the uses and limitations of comput ers, both generally and in the student's major discipline; to be able to use existing software packages and word processing on a microcomputer.

This requirement may be fulfilled in one of the following three ways: Computer Science 130 and 131, 137, or Education Curriculum and Instruction 120; a computer science course numbered 140 or above; or Engineering 101 and 102 Students with previous computer experience may satisfy the computer studies requirement by successful completion of a competency test.

VIII. Senior Seminar 1-12

Purposes: To integrate knowledge at an advanced level; to explore ethical issues; to gain experience in research and oral presentation.

A course or combination of courses (1 or more semester hours) selected in consultation with the student's major adviser.

Total general education requirements 47-60

Major Requirements

Each baccalaureate program includes courses to enable students to specialize in a particular area of interest. A minimum grade of C is required for any course submitted for fulfillment of a major requirement. Exceptions to this requirement are noted in the description of each academic program.

Cognate

In addition to the satisfactory completion of courses in the major field of study, students in degree programs in the College of Arts and Sciences must complete a specified number of hours in advanced courses related to their major. Cognates are not required for professional degrees (i.e., nursing, education, business administration).

The cognate is intended to support the course work in the major. Cognate courses are not a second set of electives chosen at random; rather, they are junior and senior level courses approved in advance by the student's major adviser as being related to the major field of study. Cognate courses may be taken in one or more departments. Courses usually eligible for consideration as cognate credit include all courses numbered 300 and above, except Mathematics 301 and 302, as well as the following:

Art History and Art Studio 200 and above
Computer Science 210 and above
Economics 291 and 292
Geography 200 and above
Mathematics 243 and above (except 301 and 302)
Philosophy 200 and above
Physics 201 and above
Psychology 224

Electives

Most degree programs allow students the opportunity to take a limited number of courses that do not fulfill any specific academic requirements. Normally, any course can be counted as an elective, but some restrictions may be imposed by particular degree programs. Elective credits for participation in the university chorus, orchestra, band or physical education activity courses may be counted up to a maximum of four credits. Elective credits for special university courses (SUNV) may be counted up to a maximum of six credits.

Senior Seminar Courses

The following courses have been approved as senior seminars: Biology 599; Business Administration 479; Chemistry 599; Communication 490; Computer Science 599; Criminal Justice 495; Education, Directed Teaching; English 490; Government and International Studies 500; History 500; Mathematics 599; Nursing (BSN), Nursing 490; Psychology, any 500-level course; Sociology, any 500-level course; and University 401.

Academic Skills Courses

Mathematics 098 and 099, English 100, General Studies 098 and 099 are each 3-semester-hour courses available to entering freshmen or transfer students. Admission to these courses is based upon students' placement test results. These courses may not be used to meet degree credit requirements.

Special Programs

Pre-engineering

The USCS pre-engineering program is designed to meet the entrance requirements for the USC Columbia and Clemson University schools of engineering. The pre-engineering program is a two-year course of study that includes basic engineering courses, science and mathematics courses, and humanities and social science courses. After completion of the two-year pre-engineering curriculum, students must transfer to another institution to complete the last two years of the baccalaureate. Entry to these degree-completion programs is on a competitive basis. For more information on the pre-engineering program, contact the chair of the Division of Natural Sciences and Engineering.

Health-related Fields

In addition to nursing, USCS offers other opportunities to students interested in health-related careers. Different advisement tracks are available for pre-medical, pre-dental, pre-veterinary, and pre-optometry students. Typically, a student completes a four-year baccalaureate in the sciences at USCS before entering a postgraduate professional program. A student must seek admission to a school that offers the desired professional degree. Entry into these professional programs is on a competitive basis.

USCS also offers advisement programs to students interested in allied health professions (e.g., pre-physical therapy, pre-occupational therapy, pre-medical technology). After completion of two or more years of course work at USCS, students must apply for admission to a school that offers the specific professional baccalaureate completion program. The number of credit hours to be earned at USCS is dependent upon the specific pre-professional program. The Medical University of South Carolina (MUSC) offers the greatest diversity of allied health baccalaureate programs in the state. Entry into the MUSC programs or other professional degree completion programs is on a competitive basis.

Further information on health-related programs may be obtained from the chair of the Division of Natural Sciences and Engineering.

Pre-law[1]

Although law schools do not generally prescribe any certain curriculum for prospective students, USCS provides advisement service and information about various law school programs through the chair of the Division of Social and Behavioral Sciences.

It must be emphasized that there is no pre-law major. While students interested in law school tend to major in government, majors in English, history, economics, or other subjects are all acceptable majors for pre-law students. However, law schools are interested in candidates who have acquired certain skills, among these are mastery of spoken and written English as well as an ability for critical thinking. In addition to meeting the general education requirements of a major, the following list of suggested courses may help to prepare students for the study of law.

Pre-law Suggested Courses

- **Freshman Year**
  Psychology 101: Introduction to Psychology
  Foreign language 101 and 102, or 121: French, German, or Spanish
  Mathematics 121: College Algebra or Mathematics 122: Calculus for Management and Social Sciences

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[1] *Students desiring a postgraduate professional degree should note requirements for the Three-Plus-One Program outlined later in this section.*

Sociology 101: Introductory Sociology

- **Sophomore Year**
  Economics 221: Principles of Macroeconomics
  History 112: An Introduction to Non-Western Civilizations
  Logic 205: Introduction to Logic and Rhetoric
  Logic 207: Deductive Logic
  History 201: History of the United States
  Government and International Studies 301: Introduction to Political Science
- **Junior Year**
  Computer Science 130: Introduction to Computer Technology
  Computer Science 131: BASIC Programming or Computer Science 137: Software Applications Packages
  Business Administration 225: Financial Accounting
  Logic 208: Inductive Logic
  Speech 201: Public Address
  Government and International Studies 364: State and Local Government
- **Senior Year**
  Government and International Studies 452: The Judicial Process
  Government and International Studies 550: Constitutional Law
  Government and International Studies 551: Civil Rights and Civil Liberties
  Upper level literature course

It cannot be emphasized strongly enough that fulfillment of these courses does not assure a student's acceptance into law school. Students in any major or program interested in attending law school should see the chair of the Division of Social and Behavioral Sciences for assignment of a pre-law adviser.

Pre-pharmacy

USCS provides advisement services to pre-pharmacy students through specified faculty members in chemistry. In the fall, a representative of the School of Pharmacy from the University of South Carolina-Columbia meets with interested USCS students to help with advisement. The Medical University of South Carolina in Charleston (MUSC) admits a number of USCS students into its pharmacy school. Entrance requirements differ from those at USC in a number of important ways. A pharmacy adviser should be consulted if one is planning to attend MUSC. Other schools send literature to USCS for prospective pharmacy students.

It must be emphasized that USCS does not offer a degree in pharmacy. However, through an arrangement between USCS and the USC School of Pharmacy, students may apply to the USC School of Pharmacy as early as their freshman year, receive conditional acceptance, and continue at USCS through the sophomore year. The USC School of Pharmacy considers all pre-pharmacy courses as a part of the required courses for the pharmacy program. The following recommended sequence of courses have been developed through consultation between the USC School of Pharmacy and USCS.

Recommended Courses for the USC School of Pharmacy

- **First Pre-pharmacy Year**
  Chemistry 111: General Chemistry
  Chemistry 112: General Chemistry and Qualitative Analysis
  Mathematics 201: Elementary Statistics
  English 101, 102: Composition and Literature
  Mathematics 143: Calculus I
  100-level history
  Fine arts elective
  Electives (6-7 semester hours)
- **Second Pre-pharmacy Year**
  Chemistry 331: Organic Chemistry
  Chemistry 331L: Organic Chemistry Laboratory
  Chemistry 332: Organic Chemistry
  Chemistry 332L: Organic Chemistry Laboratory
  Physics 201: General Physics I
  Physics 202: General Physics II
  Biology 232: Human Anatomy
  Biology 242: Human Physiology
  Economics 221: Principles of Macroeconomics or Economics 222: Principles of Microeconomics
  Electives (9 semester hours)
  Electives should be chosen from the humanities, the social sciences, computer science, or the following science courses: Biology 101, 102; Chemistry 321, 321L, 541, 541L, 542, 542L.

As soon as possible, students interested in pursuing a career in pharmacy should contact the chair of the Division of Natural Sciences and Engineering for assignment to a pre-pharmacy adviser.

Three-Plus-One Program

USCS awards the Bachelor of Arts or the Bachelor of Science in Interdisciplinary Studies to a student who has satisfactorily completed at least 90 semester hours of undergraduate work and one year (30 semester hours) of work in an accredited medical, dental, veterinary, or law school, provided the applicant has:

- Made application to the interdisciplinary studies program at USCS
- Satisfied all general education and B.A. or B.S. option requirements for the interdisciplinary studies degree, with all minimum grade requirements met
- Completed a minimum of 15 semester hours of junior and senior level courses at USCS
- Completed at least 30 semester hours of undergraduate work at USCS.
- Submitted a notice of intent, approved by the dean of the College of Arts and Sciences, prior to leaving USCS to enter the professional, post-graduate school
- Submitted official documents from the approved professional school demonstrating satisfactory completion of the first year of full-time study leading to a post-baccalaureate degree.

A degree other than interdisciplinary studies may be awarded if the combination of course work taken at USCS and the professional school is equivalent to the work required for another bachelor's degree program at USCS. In such a case, the school in which the degree is offered may recommend awarding that bachelor's degree.

Army Reserve Officer Training Corps (ROTC)

Participation in ROTC is voluntary. Semester hours earned with the department can be applied toward an academic degree program. Uniforms, textbooks, and equipment required for the ROTC program are provided at no expense to the student. For ROTC scholarship students, the Army pays tuition and other expenses (see description under Scholarships). The ROTC program is normally four years of instruction; however, a two-year program is also offered. The four-year program of instruction is divided into the Basic Program and the Advanced Course.

The Basic Program. Acceptance may be considered when one of the following programs have been completed: six semester hours in the Basic Program, two years of active military duty with an honorable discharge, or three years of JROTC. Students must show leadership potential and meet the necessary physical and academic standards. Students participating in the Basic Program have no military service obligation.

The Advanced Program. Satisfactory completion of six semester hours in the Basic Program, 90 contact hours in ROTC sponsored extracurricular activities (see ROTC Activities), substitute military experience (two years of active duty with an honorable discharge), or three years of JROTC qualifies students for entrance into the Advanced Program, if they have also shown leadership potential and have met the necessary physical and academic standards. The student must be an academic junior or senior with acceptance to graduate school to qualify for the advanced program.

Normally taken during the student's junior and senior years, the Advanced Program offers a maximum of 12 semester hours. It provides instruction in techniques of effective leadership, tactics, military law, logistics, administration, responsibility of the officer, and the exercise of command. It is designed to further the development of the student's leadership qualities. Advanced Program students receive a tax-free subsistence allowance of $100 per month for 10 academic months per year, and are paid approximately $800 for the six week Summer Camp they are required to attend after completion of their junior year. The total subsistence and pay amounts to more than $2,800 while enrolled in the Advanced Program. Cadets graduating from the ROTC program receive a second lieutenant's commission upon completing their undergraduate degree requirements.

The Advanced Program cadet may elect to enter active duty for three years or participate in the Reserve Force Duty Program (R.F.D.) as means for fulfilling the incurred obligation for military service. Under the R.F.D. program, students are commissioned in either the National Guard or the U.S. Army Reserves for a total of eight years, during which time they attend monthly paid drill periods. This enables individuals to pursue civilian careers and serve their nation at the same time. The R.F.D. program can be guaranteed if the student desires. Moreover, students' preferences concerning the occupational specialty in which they wish to serve are taken into consideration prior to assignment. The options offered are numerous and attractive.

ROTC Activities. In addition to normal classroom instruction, the Military Science Department sponsors numerous extracurricular activities. These activities are designed to complement and reinforce classroom skills and techniques. Participation is voluntary and no academic credit is awarded. However, contact hours may be accumulated and used for progression into the Advanced Program. The activities presently offered are the rifle team, and the Rangers. A chapter of the National Military Honor Society of Scabbard and Blade is available for student participation. Adventure activities such as rappelling, orienteering, and mountaineering are open for participation.

Graduate Programs in Education

USCS offers Master of Education degree in early childhood education and elementary education. See the Graduate Studies section of this catalog for details.

Graduate Regional Studies

The graduate school of the University of South Carolina at Columbia offers courses on the USCS campus. Classes offered include guidance and counseling; journalism; librarianship; social work; and art, secondary, and reading education as well as educational administration. Other courses may also be taught. For a listing of course offerings, applications, and other information consult the Director of Graduate Regional Studies, located in the Media Building on the USCS campus (599-2559).

New Students. New students must apply for admission to the Graduate School of the University of South Carolina. A non-refundable application fee of $25 is required.

Students planning to take courses on the USCS campus should send applications to the Office of Graduate Regional Studies, USCS.

Admission for Renewal of Teaching Certification. This admission status permits teachers to take 12 hours of graduate credit over the next five years in order to renew their teaching certificate. Applicants must complete only the Certification Admission form, provide their teaching certificate number, and pay a $25 application fee. No transcripts or other forms are required. Applicants eligible to use this admission status are those who enroll to renew a professional certificate, intend to take only 12 hours during the next five years, do not plan to enter a degree program, and have taken no USC graduate courses in five years.

Students wishing to take more than 12 hours during the five-year period must submit a regular Graduate School application for non-degree admission. No additional application fee is required.

Fees for certified teachers (both resident and nonresident) are currently reduced to $134 per semester hour. Teachers must have a valid teaching certificate. The tuition reduction is only available for those taking less than 12 hours. To avoid delays at registration, teachers should bring a photocopy of their teaching certificates.

Non-degree Status. Teachers may register for 12 hours on a Non-degree basis by completing an application and requesting that an official transcript of baccalaureate credits with the degree posted be sent to the Graduate School.

Full Admission to a Degree Program. Applicants are required to meet all standards for admission as outlined in the University of South Carolina *"Bulletin."*

College of Arts and Sciences

The College of Arts and Sciences, previously known as the School of Humanities and Sciences, consists of four academic divisions: Fine Arts, Languages, and Literature; Mathematics and Computer Science; Natural Sciences and Engineering; and Social and Behavioral Sciences. The school also offers the bachelor of arts and the bachelor of science in interdisciplinary studies. The College of Arts and Sciences, as the cornerstone of the University of South Carolina-Spartanburg, provides curricula for the general education requirements and for diverse liberal arts and sciences majors. Consistent with the university's mission, the school provides opportunities for students to:

- Acquire proficiency in communications and mathematics
- Develop the ability to reason, critically and ethically
- Obtain historical, scientific, social, and cultural perspectives
- Attain a high level of scholarship in the humanities and sciences degree programs
- Regard learning as a continuing process of intellectual growth.

Enrichment programs resulting from these educational endeavors benefit the intellectual and cultural life of the entire community.

Division of Fine Arts, Languages, and Literature

The Division of Fine Arts, Languages, and Literature in the College of Arts and Sciences offers the Bachelor of Arts degree with majors in communication, English, French and Spanish. Courses are also offered in art, German and music.

Specific degree requirements for the majors in communication, English, French, and Spanish include a 12-semester hour cognate. The cognate consists of upper-level courses chosen from one or more fields and is intended to support the course work in the major. All courses taken for fulfillment of the cognate requirement must be approved by the faculty of the major area of study.

Bachelor of Arts
Major in Communication

General Education Courses

I. Communication

English 101 and 102; or 146[1] 6
Speech 201 3

II. Mathematics

Mathematics 120 (or higher) 3
One additional course to be selected from a higher level mathematics course above 121, logic, or statistics 3

III. Arts and Humanities

Fine arts 3
History 101, 102, 111, or 112 3
One course selected from the following (but not more than 3 hours in a single discipline in the fine arts): 3
American literature; art; English literature, linguistics, or literary theory; history; literature in a foreign language; music; philosophy; religion; speech; theatre; world literature

IV. Social and Behavioral Sciences

Government and International Studies 201 3
Two courses selected from the following with two disciplines represented: 6
Anthropology; Economics 221, 222; Geography 103; government and international studies; psychology (except 225); sociology (except 201)

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

V. **Natural Sciences**
Two courses, including at least one laboratory course, to be selected from one or more of the following: 7-8
Astronomy; biology; chemistry; Geography 201, 202; geology; physics

VI. **Foreign Culture**
Foreign language 101 and 102; or 121[1] 8

VII. **Computer Studies** 3-4
This requirement may be fulfilled in one of the following three ways: Computer Science 130 and either 131 or 137, a computer science numbered 140 or above, or Engineering 101 and 102

VIII. **Senior Seminar:** *see major requirements*

Major Requirements[1]

All students must complete the following five courses 15
SSPH 301: Survey of Human Communication
SSPH 340: Voice and Diction
SJOU 301: Survey of Mass Communication
STHE 375: Theatre History
SCOM 490: Senior Seminar in Communication

Students must complete five courses from one of the following groups[1] 15

Group A: Theatre
STHE 170: Fundamentals of Acting
STHE 260: Theatre Laboratory
STHE 372: Design for the Theatre
STHE 373: Play Directing
STHE 374: Intermediate Acting
STHE 398: Selected Topics in Theatre
SEGL 405: Shakespeare: The Early Plays
SEGL 406: Shakespeare: The Late Plays
SEGL 422: Modern Drama
SCOM 399: Internships in Communication

Group B: Speech
SSPH 310: Principles of Interpersonal and Group Communication or SSPH 440: Argumentation and Debate
SSPH 325: Speech for Radio and Television
SSPH 398: Selected Topics in Speech Communication
SSPH 444: History and Criticism of American Public Address
SSPH 447: Persuasive Communication or SSPH 448: Organizational Communication

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[1] *A minimum grade of C is required.*

SPHL 390: Topics in Philosophy or SEGL 459: Advanced Rhetoric and Composition
SCOM 399: Internships in Communications

Group C: Journalism

Students must take a minimum of 3 hours from each of the following categories:

1. Writing
SJOU 333: Newswriting and Reporting
SJOU 334: Writing for Broadcasting
SJOU 335: Advanced Newswriting and Reporting

2. History and Theory
SJOU 302: History of Journalism or
SJOU 424: History of American Broadcasting
SJOU 310: Mass Media and Society

3. Law and Ethics of the Profession
SJOU 303: Law and Ethics of Mass Media

4. Professional Options
SJOU 325 (= SSPH 325): Speech for Radio and Television
SJOU 326: Motion Picture and Video Techniques
SJOU 328: Public Relations and Persuasion
SJOU 430: Radio and Telecommunications Management
SCOM 399: Internship in Journalism
SBAD 350: Principles of Marketing
SART 201: Advertising Design or SART 261: Photography
SART 301: Intermediate Advertising Design I
SART 302: Intermediate Advertising Design II
SART 362: Photography II
SEGL 318: Writing and Computers

***Note:** SJOU 398: Special Topics in Journalism, may be used in any category if appropriate; for example, a special topics "Screenwriting" or "Feature Writing" in Category 1.*

Cognate (with approval of adviser) 12

Supporting Courses

Any two English courses at the 300 level or above 6
Foreign language 201 or above 3
Any additional history course 3

Electives 12-14

Total hours required 120

Bachelor of Arts
Major in English

General Education Courses

I. Communication

English 101 and 102; or 146[1] ... 6
Speech 201 ... 3

II. Mathematics

Mathematics 120 (or higher) ... 3
Another mathematics course (above 121) or Logic 205, 207, or above ... 3

III. Arts and Humanities

Fine arts ... 3
History 101, 102, 111, or 112 ... 3
One course selected from the following (but not more than 3 hours in a single discipline in the fine arts): ... 3
American literature; art; English literature, linguistics, or literary theory; history; literature in a foreign language; music; philosophy; religion; speech; theatre; world literature

IV. Social and Behavioral Sciences

Government and International Studies 201 ... 3
Two courses selected from the following with two disciplines represented: ... 6
Anthropology; Economics 221, 222; Geography 103; government and international studies; psychology (except 225); sociology (except 201)

V. Natural Sciences

Two courses, including at least one laboratory course, to be selected from one or more of the following: ... 7-8
Astronomy; biology; chemistry; Geography 201, 202; geology; physics

VI. Foreign Culture

Foreign language 101 ... 4

VII. Computer Studies ... 3-4

This requirement may be fulfilled in one of the following three ways:
Computer Science 130 and 131 or 137, a computer science numbered 140 or above, or Engineering 101 and 102

VIII. Senior Seminar: *see major requirements*

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

Major Requirements[1]

English courses at the 300-level or higher, which must include the following:	
English literature (two periods represented)	6
American literature (two periods represented)	6
Linguistics or development of the language	3
Multi-cultural literature	3
Shakespeare	3
Genre course	3
Literary theory	3
Studies in writing	3
Senior seminar	3

Cognate[1] (with approval of adviser)	12

Supporting Courses

Additional history course to complete History 101-102 or History 111-112 sequence	3
Foreign language[2] 102 or 121, plus 201 and 202 or above	10
British or world literature at the 200-level	3

Electives	11-12
Total hours required	**120-121**

Bachelor of Arts
Major in French

General Education Courses

I. Communication

English 101 and 102; or 146[3]	6
Speech 201	3

II. Mathematics

Mathematics 120 (or higher)	3
One additional course to be selected from a higher level mathematics course above 121, logic, or statistics	3

III. Arts and Humanities

Fine arts	3
History 101, 102, or 111	3

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[1] *A minimum grade of C is required.*

[2] *Eight hours of credit are awarded with a minimum grade of C in foreign language 121.*

[3] *Six hours of credit are awarded with a minimum grade of C in English 146.*

One course selected from the following (but not more than 3 hours in a single discipline in the fine arts): 3
  American literature; art; English literature, linguistics, or literary theory; history; music; philosophy; religion; speech; theatre; world literature

IV. Social and Behavioral Sciences

Government and International Studies 201 3
Geography 121 4
One course selected from the following: 3
  Anthropology; Economics 221, 222; government and international studies; psychology (except 225); sociology (except 201)

V. Natural Sciences

Two courses, including at least one laboratory course, to be selected from one or more of the following: 7-8
  Astronomy; biology; chemistry; Geography 201, 202; geology; physics

VI. Foreign Culture

History 112 3

VII. Computer Studies 3

This requirement may be fulfilled in one of the following three ways:
  Computer Science 130 and either 131 or 137, a computer science numbered 140 or above, or Engineering 101 and 102

VIII. Senior Seminar: *see major requirements*

Major Requirements[1]

French 104: French Culture 3
One of the following: 3-6
  French 210: French Oral Communication
  French 310: French Conversation
  French 250 or 350: Selected French Studies Abroad
French 309: French Grammar and Composition or
  French 308: Business French 3
French 320: French Civilization 3
French 330: Survey of French Literature I 3
French 331: Survey of French Literature II 3
Two of the following: 6
  French 401: Masterpieces of French Poetry
  French 402: Masterpieces of French Drama
  French 403: Masterpieces of the French Novel
English 451: Introduction to the Study of Language 3
French 453: Introduction to Romance Linguistics 3
French 490: Senior Seminar 3

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[1] *A minimum grade of C is required.*

Cognate[1] (with approval of adviser) 12

Supporting Courses

Three semesters of a second foreign language 9-11

Electives 12-19

Total hours required 120

Bachelor of Arts
Major in Spanish

General Education Courses

I. Communication

English 101 and 102; or 146[2] 6

Speech 201 3

II. Mathematics

Mathematics 120 (or higher) 3

One additional course to be selected from a higher level mathematics course above 121, logic, or statistics 3

III. Arts and Humanities

Fine arts 3

History 101, 102, or 111 3

One course selected from the following (but not more than 3 hours in a single discipline in the fine arts): 3

American literature; art; English literature, linguistics, or literary theory; history; music; philosophy; religion; speech; theatre; world literature

IV. Social and Behavioral Sciences

Government and International Studies 201 3

Geography 121 4

One course selected from the following: 3

Anthropology; Economics 221, 222; government and international studies; psychology (except 225); sociology (except 201)

V. Natural Sciences

Two courses, including at least one laboratory course, to be selected from one or more of the following: 7-8

Astronomy; biology; chemistry; Geography 201, 202; geology; physics

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[1] *A minimum grade of C is required.*

[2] *Six hours of credit are awarded with a minimum grade of C in English 146.*

VI.	**Foreign Culture**	
	History 112	3
VII.	**Computer Studies**	3
	This requirement may be fulfilled in one of the following three ways: Computer Science 130 and either 131 or 137, a computer science numbered 140 or above, or Engineering 101 and 102	
VIII.	**Senior Seminar:** *see major requirements*	

Major Requirements[1]

Spanish 104: Latin American Culture or Sociology 421: Latin American Studies	3
One of the following:	3-6
Spanish 210: Spanish Oral Communication Spanish 310: Spanish Conversation Spanish 250 or 350: Selected Spanish Studies Abroad	
Spanish 309: Spanish Grammar and Composition or Spanish 308: Business Spanish	3
Spanish 320: Spanish Civilization	3
Spanish 330: Survey of Spanish Literature I	3
Spanish 331: Survey of Spanish Literature II	3
Spanish 332: Survey of Spanish American Literature I	3
Spanish 333: Survey of Spanish American Literature II	3
English 451: Introduction to the Study of Language	3
Spanish 453: Introduction to Romance Linguistics	3
Spanish 490: Senior Seminar	3

Cognate[1] (with approval of adviser) 12

Supporting Courses

Three semesters of a second foreign language	9-11

Electives 12-19

Total hours required 120

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[1] *A minimum grade of C is required.*

Division of Mathematics and Computer Science

The Division of Mathematics and Computer Science in the College of Arts and Sciences offers the Bachelor of Science degree in mathematics and the Bachelor of Arts and Bachelor of Science degrees in computer science.

Bachelor of Science
Major in Mathematics

General Education Requirements

I. Communication
English 101 and 102; or 146[1] 6
Speech 201 3

II. Mathematics[2]
Mathematics 143, 144 6

III. Arts and Humanities
Fine arts 3
History 101, 102, 111, or 112 3
One course selected from the following (but not more than 3 hours in a single discipline in the fine arts): 3
American literature; art; English literature, linguistics, or literary theory; history; literature in a foreign language; music; philosophy; religion; speech; theatre; world literature

IV. Social and Behavioral Sciences
Government and International Studies 201 3
Two courses selected from the following with two disciplines represented: 6
Anthropology; Economics 221, 222; Geography 103; government and international studies; psychology (except 225); sociology (except 201)

V. Natural Sciences
Biology 101, 102; or Chemistry 111, 112; or Physics 211, 212 8

VI. Foreign Culture
Foreign language 101 4

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

[2] *A minimum grade of C is required.*

VII. Computer Studies[1]

Computer Science 140	3

VIII. Senior Seminar: *see major requirements*

Major Requirements[1]

Mathematics 350: Mathematical Structure and Proof	3
Mathematics 512: Probability and Statistics	3
Mathematics 544: Applied Linear Algebra	3
Mathematics 546: Abstract Algebra	3
Mathematics 554: Real Analysis I	3
Mathematics 599: Senior Seminar	3
One additional 500 level mathematics course that completes a two course sequence in mathematics	3
Two mathematics electives numbered 320 or higher	3

Cognate

Computer Science 560	3
Three courses selected with the approval of advisor	9

Supporting Courses

Foreign language 102 or 121[2]	4
Computer Science 240[1]	3
Mathematics 198[1]: Seminar in Strategies of Problem Solving	1
Mathematics 243[1]: Calculus III	3
Mathematics 244[1]: Calculus IV	3
Mathematics 245[1]: Elementary Differential Equations	3

Electives	16
Total hours required	**120**

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[1] *A minimum grade of C is required.*

[2] *Eight hours of credit are awarded with a minimum grade of C in foreign language 121.*

Bachelor of Science
Major in Computer Science

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

II. Mathematics[2]

Mathematics 126 (or higher), Logic 207 or 208	3-4
Mathematics 174	3

III. Arts and Humanities

Fine arts	3
History 101, 102, 111, or 112	3
Philosophy 310 or 311	3

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Two courses selected from the following, with two disciplines represented:	6

Anthropology; Economics 221, 222; Geography 103; government and international studies; psychology (except 225); sociology (except 201)

V. Natural Sciences

Two courses, including at least one laboratory course, to be selected from one or more of the following:	7-8

Astronomy, biology, chemistry, geology, or physics

VI. Foreign Culture

One course from among the following:	3-4

Anthropology 102; art; Economics 503; English 275, 276, 290, 319, 322, 423; Geography 121, 212, 340; Government and International Studies 310, 447, 491; History 112, 317, 318, 321, 341, 344, 351, 352, 356, 357, 358, 365; or any foreign language (except 103)

VII. Computer Studies[2]

Computer Science 140	3

VIII. Senior Seminar[2]

Computer Science 599: Senior Seminar	3

[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

[2] *A minimum grade of C is required.*

Major Requirements[1]

Computer Science 240: Introduction to Algorithmic Design II	3
Computer Science 210: Assembler Language Programming I	3
One of the following five courses: Computer Science 232: COBOL Programming Computer Science 233: FORTRAN Programming Computer Science 235: Pascal Programming Computer Science 236: C Programming Computer Science 237: Ada Programming	3
Computer Science 310: Introduction to Computer Architecture	3
Computer Science 320: Information Structures	3
Computer Science 420: File Management	3
Computer Science 511: Operating Systems	3
Computer Science 530: Programming Language Structures	3
Computer Science 540: Advanced Program Design	3
Computer Science courses 300-level or above	9

Cognate (with approval of adviser) 12

Supporting Courses[1]

Mathematics 127, 143, 144 and 315	12
Any Mathematics course 243 or higher level (except 301 or 302; Math 243 suggested)	3

Electives 6-8

Total hours required 120

Bachelor of Science
Major in Computer Science
Applied Mathematics Concentration

General Education Requirements

I. Communication

English 101 and 102; or 146[2]	6
Speech 201	3

II. Mathematics[1]

Mathematics 126 (or higher), Logic 207 or 208	3-4
Mathematics 174	3

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[1] *A minimum grade of C is required.*

[2] *Six hours of credit are awarded with a minimum grade of C in English 146.*

III. Arts and Humanities
Fine arts ... 3
History 101, 102, 111, or 112 ... 3
Philosophy 310 or 311 ... 3

IV. Social and Behavioral Sciences
Government and International Studies 201 ... 3
Two courses selected from the following with two disciplines represented: ... 6
  Anthropology; Economics 221, 222; Geography 103; government and international studies; psychology (except 225); sociology (except 201)

V. Natural Sciences
Two courses to be selected from the following: ... 8
Chemistry 111, 112; Physics 201 or higher

VI. Foreign Culture
One course from among the following: ... 3-4
  Anthropology 102; art; Economics 503; English 275, 276, 290, 319, 322, 423; Geography 121, 212, 340; Government and International Studies 310, 447, 491; History 112, 317, 318, 321, 341, 344, 351, 352, 356, 357, 358, 365; or any foreign language (except 103)

VII. Computer Studies[1]
Computer Science 140 ... 3

VIII. Senior Seminar[1]
Computer Science 599 or Mathematics 599: Senior Seminar ... 3

Major Requirements[1]

Computer Science 240: Introduction to Algorithmic Design II ... 3
Computer Science 210: Assembler Language Programming I ... 3
One of the following five courses: ... 3
  Computer Science 232: COBOL Programming
  Computer Science 233: FORTRAN Programming
  Computer Science 235: Pascal Programming
  Computer Science 236: C Programming
  Computer Science 237: Ada Programming
Computer Science 310: Introduction to Computer Architecture ... 3
Computer Science 320: Information Structures ... 3
Computer Science courses 300-level or above ... 6

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[1] *A minimum grade of C is required.*

Cognate (with approval of adviser)

Mathematics 544 and 560[1]	6
Two courses selected from the following:	6
Mathematics (except 301 or 302; Math 244 suggested)[1]	
Business Administration 333, 334, 371, 390, 393, 477, 490, 492, 491	

Supporting Courses[1]

Mathematics 127, 143, 144, 243, 245, 315	18
Business Administration 225, 226	6

Electives	8-10
Total hours required	**120**

Bachelor of Arts
Major in Computer Science

Computer Information Systems Concentration

General Education Requirements

I. Communication

English 101 and 102; or 146[2]	6
Speech 201	3

II. Mathematics[1]

Mathematics 126 (or higher), Logic 207 or 208	3-4
Mathematics 174	3

III. Arts and Humanities

Fine arts	3
History 101, 102, 111, or 112	3
Philosophy 310 or 311	3

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Economics 221	3
One course selected from one of the following:	3
Anthropology; Economics 222; Geography 103; government and international studies; psychology (except 225); sociology (except 201)	

V. Natural Sciences

Two courses to be selected from the following:	7-8
Astronomy, biology, chemistry, geology, physics	

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[1] *A minimum grade of C is required.*

[2] *Six hours of credit are awarded with a minimum grade of C in English 146.*

VI. Foreign Culture

Foreign language 101	4

VII. Computer Studies[2]1

Computer Science 140	3

VIII. Senior Seminar[1]

Computer Science 599: Senior Seminar	3

Major Requirements[1]

Computer Science 240: Introduction to Algorithmic Design II	3
Computer Science 232: COBOL Programming	3
Computer Science 320: Information Structures	3
Computer Science 420: File Management	3
Computer Science 520: Database System Design	3
Computer Science courses 300-level or above	6

Cognate (with approval of adviser)

Three additional upper level courses in one of the following fields: Business administration or English	9

Supporting Courses

Foreign language 102 or 121[2]	4
Business Administration[1] 225, 226, 390	9
Upper level English courses[1] (except 484, 485, 526)	9
Mathematics[1] 127, 143, 201	9

Electives	8-9
Total hours required	**120**

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[1] *A minimum grade of C is required.*

[2] *Eight hours of credit are awarded with a minimum grade of C in foreign language 121.*

Division of Natural Sciences and Engineering

The Division of Natural Sciences and Engineering, in the College of Arts and Sciences, offers the Bachelor of Science degrees in biology and chemistry. Courses are also offered in the areas of engineering, geology, physical science, physics, and astronomy.

Bachelor of Science
Major in Biology

General Education Requirements

I. Communication

English 101 and 102; or 146[1] 6
Speech 201 3

II. Mathematics[2]

Mathematics 127, 143 6

III. Arts and Humanities

Fine arts 3
History 101, 102, 111, or 112 3
One course selected from the following (but not more than 3 hours in a single discipline in the fine arts): 3

American literature; art; English literature, linguistics, or literary theory; history; literature in a foreign language; music; philosophy; religion; speech; theatre; world literature

IV. Social and Behavioral Sciences

Government and International Studies 201 3
Two courses selected from the following with two disciplines represented: 6

Anthropology; Economics 221, 222; Geography 103; government and international studies; psychology (except 225); sociology (except 201)

V. Natural Sciences

Chemistry 111, 112 8

VI. Foreign Culture

Foreign language 101 4

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

[2] *The successful completion of Mathematics 143 with a minimum grade of C fulfills Group II requirements. The additional three hours are made up as electives.*

VII.	**Computer Studies**	3

This requirement may be fulfilled in one of the following three ways: Computer Science 130 and 131, or 137; a computer science course numbered 140 or above; or Engineering 101 and 102

VIII. Senior Seminar: *see major requirements*

Major Requirements[1]

Biology 101, 102	8
Biology (four courses at the 200 or 300 level, excluding Biology 240, 270, 399)	16
Biology (500-level)	8
Senior Seminar (Biology 599)	3

Cognate (with approval of adviser)

Chemistry 331, 331L, 332, 332L	8
An additional course (Physics 201 recommended)	4

Supporting Courses

An additional history course	3
Foreign language 102 or 121[2]	4
Mathematics 201, Psychology 225, or Sociology 201	3
Mathematics (e.g. 126), logic or computer science	3

Electives (Physics 202 recommended)	12
Total hours required	**120**

Bachelor of Science
Major in Chemistry

General Education Requirements

I. Communication

English 101 and 102; or 146[3]	6
Speech 201	3

II. Mathematics

Mathematics 143, 144	6

III. Arts and Humanities

Fine arts	3
History 101, 102, 111, or 112	3

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[1] *A minimum grade of C is required.*

[2] *Eight hours of credit are awarded with a minimum grade of C in foreign language 121.*

[3] *Six hours of credit are awarded with a minimum grade of C in English 146.*

One course selected from the following (but not more than 3 hours in a single discipline in the fine arts):	3
American literature; art; English literature, linguistics, or literary theory; history; literature in a foreign language; music; philosophy; religion; speech; theatre; world literature	

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Two courses selected from the following, with two disciplines represented:	6
Anthropology; Economics 221, 222; government and international studies; Geography 103; psychology (except 225); sociology (except 201)	

V. Natural Sciences[1]

Chemistry 111, 112	8

VI. Foreign Culture

Foreign language 101	4

VII. Computer Studies

Computer Studies	3
Computer Science 140, Engineering 101 and 102, or a computer science course approved by an adviser	

VIII. Senior Seminar

Chemistry 599	3

Major Requirements[1]

Chemistry 331, 332: Organic Chemistry	6
Chemistry 331L, 332L: Organic Chemistry Laboratory	2
Chemistry 321: Quantitative Analysis	3
Chemistry 321L: Quantitative Analysis Laboratory	1
Chemistry 541, 542: Physical Chemistry	6
Chemistry 541L, 542L: Physical Chemistry Laboratory	2
Ten hours selected from the following:	10
Chemistry 511: Inorganic Chemistry; 522: Instrumental Analysis; 530: Spectrometric Identification of Organic Compounds; 581 or 582: Biochemistry; 583L: Biochemistry Laboratory; 561: Industrial Chemistry	

Supporting Courses

Foreign language 102 or 121[2]	4
Mathematics 243, 244	6
Physics 201 and 202, or 211 and 212	8

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[1] *A minimum grade of C is required.*

[2] *Eight hours of credit are awarded with a minimum grade of C in foreign language 121.*

Cognate

Upper division courses selected with adviser's approval	12

Electives

Two courses in economics are suggested	12-14
Total hours required	**123-125**

Division of Social and Behavioral Sciences

The Division of Social and Behavioral Sciences in the College of Arts and Sciences offers the Bachelor of Arts in history, political science, sociology, and psychology. The Bachelor of Science is awarded in criminal justice and psychology. Courses are also offered in the areas of anthropology, geography, philosophy, public administration, and religion.

Specific degree requirements include a 12-semester-hour cognate. The cognate consists of upper-level courses chosen from one or more fields and is intended to support the course work in the major. In addition to a grade of C in all major courses, a C or better must be earned in each cognate course. All courses taken for cognate credit must be approved by the faculty in the major area.

The following are specific requirements for the bachelor's degree in criminal justice, history, political science, psychology, and sociology.

Bachelor of Science
Major in Criminal Justice

General Education Requirements

I.	**Communication**	
	English 101 and 102; or 146[1]	6
	Speech 201	3
II.	**Mathematics**	
	Mathematics 120 (or higher)	3
	Logic 205 or 207	3
III.	**Arts and Humanities**	
	Fine arts	3
	History 101, 102, 111, or 112	3
	One course selected from the following (but not more than 3 hours in a single discipline in the fine arts): American literature; English literature, linguistics, or literary theory; history; literature in a foreign language; music; philosophy; religion; speech; theatre; world literature	3
IV.	**Social and Behavioral Sciences**	
	Government and International Studies 201	3
	Psychology 101	3
	Sociology 101	3

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

V. Natural Sciences

Two courses, including at least one laboratory course, to be selected from one or more of the following: 7-8

Astronomy; biology; chemistry; Geography 201, 202; geology; or physics

VI. Foreign Culture

Any of the following: 3

Anthropology 102; English 275, 276; Geography 121, 212, 340; Government and International Studies 310, 447, 491; History 112, 317, 318, 341, 344, 351, 352, 356, 357, 358, 365; any foreign language course 201 or higher

VII. Computer Studies 3

This requirement may be fulfilled in one of the following three ways:

Computer Science 130 and 131, or 137; a computer science numbered 140 or above; or Engineering 101 and 102

VIII. Senior Seminar: *see major requirements*

Major Requirements[1]

Criminal Justice 101: Introduction to Criminal Justice	3
Criminal Justice 341: Theories of Crime	3
Criminal Justice 495: Criminal Justice Planning (Senior Seminar)	3
Additional upper level criminal justice courses	18

Cognate[1] 12

Supporting Courses

Foreign language[2] 101 and 102, or 121	8
Economics 221 or 222	3
Economics 291 or Mathematics 201 or Psychology 225 or Sociology 201[1]	3
Sociology 401: Sociology Research Methods[1]	3
Philosophy 211, 310, or 311	3

Electives 14-15

Total hours required 120

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[1] *A minimum grade of C is required.*

[2] *Eight hours of credit are awarded with a minimum grade of C in foreign language 121.*

Bachelor of Arts
Major in History

General Education Courses

I. Communication

English 101 and 102; or 146[1] 6
Speech 201 3

II. Mathematics

Mathematics 120 (or higher) 3
One course selected from a higher level mathematics course, logic, or statistics 3

III. Arts and Humanities[2]

Fine arts 3
History 101, 102, 111, or 112 3
One course selected from the following (but not more than 3 hours in a single discipline in the fine arts): 3
American literature; art; English literature, linguistics, or literary theory history; literature in a foreign language; music; philosophy; religion; speech; theatre; world literature

IV. Social and Behavioral Sciences

Government and International Studies 201 3
Courses from two of the following, with two disciplines represented: 6
Anthropology; Economics 221, 222; Geography 103; government and international studies; psychology (except 225); sociology (except 201)

V. Natural Sciences

Two courses, including at least one laboratory course, to be selected from one or more of the following: 7-8
Astronomy; biology; chemistry; Geography 201, 202; geology; physics

VI. Foreign Culture

Any of the following: 3
Anthropology 102; art history; English 276, 290, 322, 423, 319; Geography 121, 212, 340; Government and International Studies310, 447, 491; History 112, 317, 318, 321, 341, 344, 351, 352, 356, 357, 358, 365

VII. Computer Studies 3

This requirement may be fulfilled in one of the following three ways:
Computer Science 130 and 131, or 137; a computer science course numbered 140 or above; or Engineering 101 and 102

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

[2] *Students are encouraged to select courses fulfilling Group III from those outside their major area of study.*

VIII. **Senior Seminar:** *see major requirements*

Major Requirements[1]

History courses at 300-level or higher	21
At least one course must be taken in each of the following areas: United States history, European history, and non-Western history.	
Senior Seminar (History 500)	3

Cognate[1]

Cognate[1]	12

Supporting Courses

Foreign language 101 and 102, or 121[2]	8
An additional foreign language course, Geography 121, Government and International Studies 320, Anthropology 102, or Economics 503	3-4
An additional 100-level history course	3
Two courses selected from the following: American literature; art; English literature, linguistics, or literary theory; history; literature in a foreign language; music; philosophy; religion; speech; theatre; world literature	6

Electives

Electives	16-18
Total hours required	**120**

Bachelor of Arts
Major in Political Science

General Education Courses

I. Communication

English 101 and 102; or 146[3]	6
Speech 201	3

II. Mathematics

Mathematics 120 (or higher)	3
Logic 205, 207, or 208	3

III. Arts and Humanities

Fine arts history	3

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[1] *A minimum grade of C is required.*

[2] *Eight hours of credit are awarded with a minimum grade of C in foreign language 121.*

[3] *Six hours of credit are awarded with a minimum grade of C in English 146.*

History 101, 102, 111, or 112 ... 3
One course selected from the following (but not more than 3 hours in a single discipline in the fine arts): ... 3
  American literature; art; English literature, linguistics, or literary theory; history; literature in a foreign language; music; philosophy; religion; speech; theatre; world literature

IV. Social and Behavioral Sciences
Government and International Studies 201 ... 3
Economics 221 ... 3
One course selected from among the following: ... 3
  Anthropology; Economics 222; Geography 103; psychology (except 225); sociology (except 201)

V. Natural Sciences
Two courses, including at least one laboratory course, to be selected from one or more of the following: ... 7-8
  Astronomy; biology; chemistry; geology; Geography 201, 202; physics

VI. Foreign Culture
Any of the following: ... 3
  Anthropology 102; art; English 276, 290, 319, 322, 423; Geography 121, 212, 340; Government and International Studies 310, 447, 491; History 112, 317, 318, 321, 341, 344, 351, 352, 356, 357, 358, 365; Sociology 341; any foreign language course 201 or higher

VII. Computer Studies ... 3
This requirement may be fulfilled in one of the following three ways:
  Computer Science 130 and 131, or 137; a computer science numbered 140 or above; or Engineering 101 and 102

VIII. Senior seminar: *see major course requirements*

Major Courses[1]

Government and International Studies 210 ... 3
Government and International Studies 301 ... 3
Government and International Studies 385, 401, or 402 ... 3
One course from three of the following four sub-fields ... 9
  American government (Government and International Studies 363, 364, 463, 550, 551)
  International and comparative politics (Government and International Studies 310, 320, 325, 330, 460)
  Public administration (Government and International Studies 370, 374, 445, 571)

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[1] *A minimum grade of C is required.*

Political process (Government and International Studies 340, 360, 361, 452, 462)
Other Government and International Studies courses 12
Senior seminar 3

Cognate[1] 12

Supporting Courses
An additional 100-level history course 3
Two courses selected from among the following: 6
American literature; art; English literature, linguistics, or literary theory; history; literature in a foreign language; music; philosophy; religion; speech; theatre; world literature
Foreign language 101 and 102, or 121[2] 8

Electives 11-12

Total hours required 120

Bachelor of Arts and Bachelor of Science Major in Psychology

General Education Courses

I. Communication
English 101 and 102; or 146[3] 6
Speech 201 3

II. Mathematics
Mathematics 120 (or higher) 3
One course selected from higher level mathematics, logic, or statistics[4] 3

III. Arts and Humanities
Fine arts history 3
History 101, 102, 111, or 112 3
One course selected from the following (but not more than 3 hours in a single discipline in the fine arts): 3
American literature; art; English literature, linguistics, or literary theory; history; literature in a foreign language; music; philosophy; religion; speech; theatre; world literature

[1] *A minimum grade of C is required.*

[2] *Eight hours of credit are awarded with a minimum grade of C in foreign language 121*

[3] *Six hours of credit are awarded with a minimum grade of C in English 146.*

[4] *Psychology 225 may be used to satisfy this requirement.*

IV. Social and Behavioral Sciences[1]

Government and International Studies 201 3

Courses from two of the following, with two disciplines represented: 6
Anthropology; Economics 221, 222; geography; government and international studies; psychology (except 101 and 225); sociology (except 201)

V. Natural Sciences

Two courses, including at least one laboratory course, to be selected from one or more of the following: 7-8
Astronomy; biology; chemistry; Geography 201, 202; geology; physics

VI. Foreign Culture

History 112 3

VII. Computer Studies 3

This requirement may be fulfilled in one of the following three ways: Computer Science 130 and 131, or 137; a computer science numbered 140 or above; or Engineering 101 and 102

VIII. Senior Seminar: *see major requirements*

Bachelor of Arts Degree Option:

Two courses selected from the following: 6
American literature; art; English literature, linguistics, or literary theory; history; literature in a foreign language; music; philosophy; religion, speech; theatre; world literature

Bachelor of Science Degree Option:

Two courses from Mathematics 122 or higher, Computer Science 140 or higher, logic, or the natural sciences (courses must be approved by adviser) 6

Major Requirements[2]

Psychology 101, 224, 225 10

At least four courses of the following: 12

Psychology 302: Developmental Psychology
Psychology 303: Psychology of Learning & Memory
Psychology 305: Sensation and Perception
Psychology 307: Social Psychology
Psychology 308: Physiological Psychology
Psychology 309: Psychology of Personality
Psychology 310: Abnormal Psychology
Psychology 311: Industrial and Organizational Psychology

[1] *Students are encouraged to select courses fulfilling social and behavioral sciences requirements from those outside psychology.*

[2] *A minimum grade of C is required.*

Elective psychology courses (Psychology 402: Experimental Topics in Psychology is recommended) 10
Senior Seminar: one psychology course at the 500-level 3

Cognate[1] 2

Supporting Courses
Foreign language 101 and 102, or 121[2] 8

Electives 12-13

Total hours required 120

Bachelor of Arts
Major in Sociology

General Education Courses

I. Communication
English 101 and 102; or 146[3] 6
Speech 201 3

II. Mathematics
Mathematics 120 (or higher) 3
One course selected from higher level mathematics, logic, or statistics[4] 3

III. Arts and Humanities
Fine arts 3
History 101, 102, 111, or 112 3
One course selected from the following (but not more than 3 hours in a single discipline in the fine arts): 3
American literature; art; English literature, linguistics, or literary theory; history; literature in a foreign language; music; philosophy; religion; speech; theatre; world literature

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[1] *A minimum grade of C is required.*

[2] *Eight hours of credit are awarded with a minimum grade of C in foreign language 121.*

[3] *Six hours of credit are awarded with a minimum grade of C in English 146.*

[4] *Sociology 201 or Psychology 225 may not be used to satisfy this requirement.*

IV. Social and Behavioral Sciences[1]

Government and International Studies 201 3
Courses from two of the following, with two disciplines represented: 6
  Anthropology; Economics 221, 222; geography; psychology (except 225); sociology (except 101 and 201)

V. Natural Sciences

Two courses, including at least one laboratory course, to be selected from one or more of the following: 7-8
  Astronomy; biology; chemistry; Geography 201, 202; geology; physics

VI. Foreign Culture

Any of the following: 3
  History Anthropology 102; art; Economics 503; English 275, 276, 290, 322, 319, 423; Geography 121, 212, 340; Government and International Studies 310, 447, 491; History 112, 317,318, 321, 341, 344, 351, 352, 356, 357, 358, 365; or any foreign language course except 103

VII. Computer Studies 3-4

This requirement may be fulfilled in one of the following three ways:
  Computer Science 130 and 131, or 137; a computer science numbered 140 or above; or Engineering 101 and 102

VIII. Senior Seminar: *see major requirements*

Major Requirements[2]

Five Core Sociology Courses 15
  Sociology 101, 201, 301, 401, 501
Six Elective Sociology Courses
  Individually Designed Track *18*
    Any six sociology courses numbered 300 to 500
    (Cognates should be upper level courses outside of sociology which complement a student's interests.)

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[1] *Students are encouraged to select courses fulfilling social and behavioral sciences requirements from those outside sociology.*

[2] *A minimum grade of C is required.*

Social Work Track[1] *18*

Sociology 395, 451, 455
Any three of the following:
Sociology 311, 331, 341, 351, 371, 431, 471
(Cognates should be chosen from Psychology 302, 307, 309, 310 and/or Government 370, 374 with at least one course from each discipline.)

Graduate Preparatory Track[2] *18*

At least three of the following four courses representing major fields of study: Sociology 331, 371, 431, 471
At least three of four courses representing major institutional subfields: Sociology 341, 361, 441, 461
(At least two cognates should be chosen from among Psychology 307, 311, Government 320, 374.)

Cognate[3] 12

Supporting Courses

Foreign language 101 and 102, or 121[4] 8
Two courses selected from the following: 6
American literature; art; English literature, linguistics, or literary theory; history; literature in a foreign language; music; philosophy; religion, speech; theatre; world literature

Electives 13-15

Total hours required 120

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[1] *Course in social work may be taken in order to further a student's preparation for an M.S.W. program or for employment as a temporary licensed social worker. Permanent license in South Carolina is granted to those who have taken the state certification examination. Persons who are eligible to sit for the exam include those holding the M.S.W. or B.S.W. degrees. Also eligible are those with a sociology or psychology undergraduate degree and certain courses recommended by the Board of Social Work Examiners, including Introduction to Social Research (3 hours), Social Welfare as a Social Institution (3 hours), Introduction to Social Work (3 hours), Social Work Practice (9 hours), an d Psychology of Human Growth and Development (9 hours). Also, students need to complete four semesters of internship, or the equivalent, under supervision of a state licensed social worker. The Social Work track is designed so that students will have completed the majority of these courses before graduation.*

[2] *Outstanding student work in these areas will be awarded according to standards set by the sociology faculty. Students in the area of Social Work may receive the Jane Addams Prize. Students working toward graduate school are eligible for the C. Wright Mills Prize. The W.E.B. DuBois Prize will be awarded to those awarded to those distinguishing themselves in the study of social inequality. These prizes are awarded in a student's final semester and may be awarded to more than one at a time.*

[3] *A minimum grade of C is required.*

[4] *Eight hours of credit are awarded with a minimum grade of C in foreign language 121.*

Interdisciplinary Studies

Recognizing the growing economic and cultural diversity of the Piedmont region of South Carolina, interdisciplinary studies (IDS) provides students the opportunity to concentrate in a single discipline, combine course work from two or more disciplines, or develop an individualized curriculum based on personal interests, the desire for self-improvement, career advancement, or in preparation for study in a profession such as law or medicine. Addressed is the mature student with clearly defined educational goals. Students with a variety of courses from other colleges and universities, but who fail to have adequate credits for a traditional degree, may also find opportunities in the IDS program offered on the USCS campus and at the University Center of Greenville. The program conforms to all general university academic regulations.

The interdisciplinary studies program permits students to apply credits earned through independent study toward the degree. Students may also be permitted to apply up to 30 semester hours earned in correspondence courses, the U.S. Armed Forces Institute, selected college-level examination programs, and off-campus extension classes in partial fulfillment of the degree. Students desiring a postgraduate professional degree should note the requirements for a baccalaureate after three undergraduate years and one year of professional school outlined under the Three-Plus-One Program in this catalog.

Admission

IDS program applicants must:

- Be admitted to USCS, or be applying to USCS and have earned 30 or more semester hours in transfer
- Have earned 30 or more semester hours at USCS and/or in transfer.[1]
- Complete the IDS program application
- If currently enrolled in another degree program at USCS, obtain a signed change of major form in the office of the academic dean
- Have a minimum grade point average of 2.0 on all courses to be considered for program admission
- Choose a concentration option from (1) single discipline, (2) bidisciplinary, (3) multidisciplinary, or (4) individualized plan
- Individualized program applicants must submit a 1-2 page typed statement of purpose, an indication of the grouping of courses that will be used to meet the concentration area requirements, and an approved endorsement by a faculty member[2]
- Submit the application to the IDS program director before the second semester of the junior year
- Apply for single disciplinary, bidisciplinary, or multidisciplinary plans for summer or fall semester by March 1 and for spring semester by Oct. 1
- Apply for individualized plan by the third week of previous major semester, to be considered at the semiannual IDS Academic Affairs Committee meeting.[2]

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[1] *For further information on acceptable credit, see the transfer credit section in this catalog.*

[2] *Final acceptance into the individualized plan requires approval of the IDS Academic Affairs Committee.*

Applicants who fail to meet the stated deadlines should expect to take courses in addition to the 120 hours required for graduation.

Bachelor of Arts and Bachelor of Science Interdisciplinary Studies

General Education Requirements

I. Communication

English 101 and 102; or 146[1] 6
Speech 201 3

II. Mathematics

Mathematics 120 (or higher) 3
One course selected from a higher level mathematics course, logic, or statistics 3

III. Arts and Humanities

Fine arts 3
History 101, 102, 111, or 112 3
One course selected from the following (but not more than 3 hours in a single discipline in the fine arts): 3
American literature; art; English literature, linguistics, or literary theory; history; literature in a foreign language; music; philosophy; religion; speech; theatre; world literature

IV. Social and Behavioral Sciences

Government and International Studies 201 3
Courses from two of the following, with two disciplines represented: 6
Anthropology; Economics 221, 222; Geography 103; government and international studies; psychology (except 225); sociology (except 201)

V. Natural Science

Two courses, including at least one laboratory course, to be selected from one or more of the following: 7-8
Astronomy; biology; chemistry; Geography 201, 202; geology; physics

VI. Foreign Culture

Any of the following: 3-4
Anthropology 102; art; Economics 503; English 275, 276, 290, 322, 423, 319; Geography 121, 212, 340; Government and International Studies 310, 447, 491; History 112, 317, 318, 321, 341, 344, 351, 352, 356, 357, 358, 365; any foreign language course except 103

VII. Computer Studies 3

This requirement may be fulfilled in one of the following three ways: Computer Science 130 and 131, or 137; a computer science numbered 140 or above; or Engineering 101 and 102

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

VIII. Senior Seminar: *see area of concentration requirements*

Total general education requirements 46-48

Concentration[1] (25-29 hours of junior and senior level courses as outlined in the options below)

Option 1 – Single Discipline

Courses are selected from a single discipline in which USCS does not currently offer a major, must include a methods or theory course whererequired by the discipline, and must include a senior seminar selected from an allied area and approved by an adviser; B.A. or B.S. determined by the discipline 25-29

Option 2 – Bidisciplinary

Primary discipline (must include a methods or theory course where required by the discipline and must include a senior seminar); B.A. or B.S. option determined by the primary discipline 15-21

Secondary discipline 8-10

Option 3 – Multidisciplinary

Courses are selected from a single group concentration area with three disciplines represented. The minimum junior and senior level hour requirements for the three disciplines are as follows:

Primary discipline (must include a methods or theory course where required by the discipline) 12-13

Second discipline 6

Third discipline 6

Senior seminar (to be selected from one of the three areas or an interdisciplinary senior seminar from that group 1-4

Group Concentration Areas for Option 3

Social Sciences (criminal justice, economics, geography, government, history, logic, philosophy, psychology, recreation/health, religion, sociology; B.A. degree)

Humanities (art, English, foreign language, history, journalism, logic, music, philosophy, religion, speech, theatre; B.A. degree)

Sciences and Analysis (astronomy, biology, chemistry, computer science, geology, logic, mathematics, physics, statistics; B.S. degree)

Applied Emphasis (business/economics or foundations of education would be used as one of the disciplines in conjunction with two disciplines from one of the above groups; B.A. or B.S. degree determined by the combination of disciplines selected)

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[1] *See academic regulations at the end of this section.*

Option 4 – Individualized[1]

A program of study which includes a methods or theory course and a senior seminar from the same area; B.A. or B.S. determined by primary emphasis 25-29

Junior and Senior Level Hours[2] 12

Electives 31-37

Total hours required 120

Academic Regulations

- A minimum of 120 semester hours (including hours meeting the general education requirement, course grade requirement, junior and senior level hours requirement, and area of concentration requirement) must be completed with a grade point average of 2.0 or better.
- Course work completed prior to acceptance into the interdisciplinary studies program is not automatically accepted as part of a degree program. Such work is reevaluated to determine if it is applicable to the student's program.
- A minimum of 30 semester hours must be completed in residence at USCS after acceptance into the IDS program.
- Developmental courses, such as English 100, Mathematics 098 and 099, and General Studies 098 and 099, do not count toward the 120 hour degree requirements.
- All course work within a concentration is selected in conjunction with a faculty adviser assigned from the primary or first discipline in the concentration area. Specific required course work is listed on a program of study which is then approved by the director of the IDS program and the dean of arts and sciences.
- All concentration hours must be junior and senior level work completed in residence at USCS.
- A minimum of 15 hours of the concentration must be taken after the completed IDS application has been received in the IDS office.
- No course may simultaneously meet the general education and concentration hour requirements.
- Technical, non-college parallel, and military science courses may not be used to satisfy the concentration hour requirement.
- A maximum of 30 semester hours of upper and lower level courses (including transfer work) may be taken in business administration and economics (excluding Economics 221 and 222).
- Prior course work transferred from another 4-year institution may be used to fulfill the junior and senior level hours requirement.
- A minimum grade of C is required in each course used to fulfill the area of concentration requirement, the 12 hour junior and senior level requirement, and in English 101 and 102, or in English 146.

[1] *See program admission requirements for details*

[2] *See cognate section of this catalog and IDS program academic regulations.*

School of Business Administration and Economics

The mission of the School of Business Administration and Economics (SBAE) at the University of South Carolina-Spartanburg is to graduate persons who are capable of success in a variety of business and business-related endeavors.

Graduates are expected to have the ability to communicate effectively based on a strong liberal-arts background. Graduates are expected to be competent in their chosen field and to possess a comprehensive knowledge of all core aspects of the business curriculum. Graduates are expected to demonstrate a strong sense of personal and business ethics; a sensitivity to local, national and world problems; and the potential to lead as well as follow. Graduates are expected to understand the need for a commitment to continued career development and the necessity for lifelong skill and knowledge enhancement. Graduates are expected to understand the impact of technology on the business community.

The School of Business Administration and Economics perceives its role to be one of providing academic leadership and services in areas pertaining to business, to the populace, and to government.

To address the mission, the program includes a broad liberal arts background preceding the professional preparation necessary for entry-level jobs in business and industry. The curriculum has sufficient flexibility to be adapted by students to their particular interests and goals. The School of Business Administration and Economics offers programs leading to the degree of Bachelor of Science in Business Administration. The curriculum prescribed for the B.S. in Business Administration provides for specialization in one of the four majors: accounting, economics/finance, management or marketing. All majors are offered during the day. Curriculum tracks for public accounting, management accounting, and manufacturing management are presently offered in the evenings. Manufacturing management is not presently offered during the day. Courses are also offered in accounting at the University Center in Greenville. Students are invited to visit the School of Business Administration and Economics to explore career opportunities.

All business administration students are required to take the specified general education courses. Students then take a common business and economics core sequence, spanning the full range of business functions. Finally, students select a major as named above. There are 2-6 hours of electives which may be used for a particular pursuit in business and economics or for exploration of areas of academic interest outside the major.

Students seeking a degree in business administration should begin with the recommended curriculum as early as possible. This sequence includes a combination of business, economics, and general education courses suggested for each semester in which the student is enrolled. It is imperative that students begin their mathematics/statistics sequence in the first semester of their freshman year and continue this sequence each semester to make adequate progress in any of the business majors.

Students in business administration are advised by faculty from the School of Business Administration and Economics.

Admission to the Professional Program (Upper Division)

Students are admitted to the upper division if they have a GPA of 2.25 or better on 60 or more semester hours of college credit. The upper division requirement can be met by having a minimum collegiate summary GPA of 2.25 on 60 or more earned semester hours. Alternatively, the upper division requirement can be met by having a minimum 2.25 GPA on 60 or more degree-applicable semester hours. Students apply for admission to the upper division during the semester in which they anticipate completion of 60 hours toward their degree; in each case, hours completed plus hours currently enrolled must total 60 semester hours. Tentative approval will be given based on this data to facilitate preregistration, but it is the student's responsibility to make schedule adjustments should he or she fail to meet the upper division admissions standards. Otherwise, the student failing to meet standards for admission into the professional program will be administratively dropped from upper division business administration and economics courses—a process that may occur several weeks into the semester with a consequent loss of tuition to the student. An application form for the professional program is available in the office of the School of Business Administration and Economics.

Students pursuing fields of study outside of business administration and economics may earn a maximum of 30 semester hours in business administration and economics courses providing they meet the course prerequisites and have attained junior standing (60 semester hours earned) before enrolling in upper division courses (300-level and above).

Exceptions to School of Business Administration and Economics admissions criteria are determined by the SBAE Admissions and Petitions Committee.

Graduation Requirements

In addition to meeting the curriculum requirements for a degree in business administration, graduation requires a minimum cumulative GPA of 2.0 and a minimum grade of C on all upper division business administration and economics courses. (A grade of D or higher is acceptable for meeting a prerequisite requirement unless otherwise specified in the catalog course description.) The highest grade earned on any course in business administration and economics is applied toward the degree.

Bachelor of Science in Business Administration

(Majors in Accounting, Economics/Finance, Management, and Marketing)

General Education Requirements:

I. Communication	
English 101 and 102; or 146[1]	6
Speech 201	3

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

II. Mathematics
Mathematics 121 and 122; or Mathematics 143 and one additional course to be selected from Mathematics 126 or higher, logic, or statistics 6

III. Arts and Humanities
Fine Arts 3
History 101, 102, 111, or 112 3
One course selected from the following: 3
Art, religion, music, literature in a foreign language, speech, theatre, philosophy, history

IV. Social and Behavioral Sciences
Government 201 3
Courses from two of the following, with two disciplines represented: 6
Anthropology; government and international studies; Geography 103; psychology (except 225); sociology (except 220)

V. Natural Science
Two courses, including at least one laboratory course, to be selected from one or more of the following: 7-8
Astronomy; biology; chemistry; Geography 201, 202; geology; physics

VI. Foreign Culture
One course selected from the following: 3-4
Anthropology 102; art; English 276, 290, 319, 322, 423; Geography 121, 212, 340; Government and International Studies 310, 447, 491; History 112, 317, 318, 321, 341, 344, 351, 352, 356, 357, 358, 365; or any foreign language except 103

VII. Computer Studies
Computer Science 130, 131 and 137 (or equivalent) 4

VIII. Senior Seminar: *see major course requirements*

Major Course Requirements:

Business Core **(required in all majors)**
Business Administration 225, 226, 290, 347, 350, 363, 371, 372, 478 27
Economics 221, 222, 291, 292 12
Business Administration 479: Senior Seminar 1

Major Areas:

Accounting

Public Accounting Track[1]
Business Administration 331, 332, 333, 335, 433, 435, 437, 561 24

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[1] *Students planning to take the Certified Public Accountant examination should take Business Administration 348, 432 and 435L in addition to the accounting concentration courses.*

Management Accounting Track

Business Administration 331, 332, 333, 390, 433, 561, and two of the following:
Business Administration 335, 364, 474, 476, 490, 491, 495 24

Economics/Finance

Economics 301, 321, 322, 503; one of the following: Business Administration 364 or 365; and two of the following: Economics 311, 462, 499, 526, 594, Business Administration 499, 561 21

Management

General Management Track

Business Administration 374, 474, 475, 477; Economics 503; one of the following:
Business Administration 390, 473, 476, 479; and one of the following: Business Administration 365, 452, 456, 471, 491, 561, Economics 526 21

Manufacturing Management Track

Business Administration 333, 390, Economics 503 plus any four of the following: Business Administration 374, 452, 474, 475, 476, or 477 . 21

Marketing

Business Administration 351, 352, 452, 457, 458 and two of the following:
Business Administration 353, 374, 390, 456, 459, 499, 561, Economics 503, 526 21

Supporting Courses

Two additional English courses above 200 6

Electives[1] 4-6

Total hours required .... 120 (123 for Accounting)

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[1] *General studies courses, University 101, Mathematics 098 and 099, and English 100 are not acceptable as electives.*

School of Education

Important Note: The revised School of Education curriculum will be in effect Spring 1996. Students entering in Fall 1995 will follow the curriculum beginning on page 132. Students entering the School of Education Spring 1996 or later will follow the revised curriculum beginning on page 149.

The School of Education is an accredited professional school whose chief responsibility is the preparation of teachers for early childhood, elementary, middle, and secondary school certification. The School of Education exercises responsibility for decisions directly affecting the teacher education curriculum and each major area of the teacher education process. The School of Education offers programs in early childhood education and elementary education leading to the Bachelor of Arts degree, in physical education leading to a Bachelor of Science degree, and in secondary education leading to either the Bachelor of Arts or Bachelor of Science degree. In addition to their basic task of providing professional education at the undergraduate level, the faculty of the school undertake research projects that contribute to improvement in the theory and practice of teacher education. Faculty members generate handbooks, conference reports, and scholarly publications designed to assist teachers, administrators, and other educators. They sponsor various conferences planned specifically for the staffs of elementary, middle, and secondary schools; often these are cooperative efforts with other agencies. They also cooperate with a number of bureaus and clinics developed to augment public school programs and to provide specialized services to the educational community.

The School of Education maintains a curriculum resources center for the use of USCS students, faculty, staff, and area public school teachers. This facility provides curriculum aids for instructors at all levels. The Science and Mathematics Education Center serves students as well as public school teachers and administrators in the area.

The Burroughs Child Development Center gives students an opportunity to observe and to work with children ages 3 to 6 in a laboratory setting. It offers high quality child care to students and citizens of the community.

Philosophy

The administrators and faculty of the USCS School of Education, in describing the nature of the school's program, have developed a consistent set of principles and values that serves as the foundation of the school's approach to curriculum and pedagogy. It is the belief of the faculty that students enrolled in the teacher education program at USCS will be better teachers if they internalize and act in accordance with the philosophy which is stated on the following page.

Students who graduate from the USCS teacher education program should possess:

I. A general exposure to and an appreciation of the traditional liberal arts and sciences of both western and non-western traditions. Among these

are included a functional knowledge and appreciation of those disciplines found in:
   a. The natural sciences, including both physical and biological sciences, with reference not only to bodies of theoretical and practical knowledge they have generated, but also to the methods of logical inquiry they have employed and refined.
   b. The social and behavioral sciences, through knowledge and inquiry employed in qualitative and quantitative research about human individual and social behavior including a study of the field of education.
   c. Mathematics and computer studies, including knowledge of the fundamentals of algebra, mathematical problem solving, and the applications of basic statistics as well as an understanding of the uses and limitations of the computer, both generally and in a student's major discipline.
   d. The fine arts, especially an acquaintance with and an appreciation for key works and their creators, in both performing and visual arts from both western and non-western artistic traditions.
   e. Literature, including key works of various genres by male and female authors from western and non-western literary traditions.
   f. Communication, including study of techniques of effective writing and speaking as well as sufficient opportunities to practice those techniques.

II. A specific exposure to the most up-to-date learning theories and pedagogical practices. This requires mastery of content-area knowledge, planning skills, instructional skills, human relations skills, classroom management skills, media and technological skills, basic computer skills, knowledge of human growth and development, knowledge of the foundations of education, and knowledge of the various theories of human learning and motivation. There should also be an awareness of and an ability to interpret descriptive statistics leading to appropriate testing, measuring, and evaluating of pupil achievement not only in cognitive learning, but also in affective and psychomotor learning.

III. A set of ethical attitudes and habits. Administrators and faculty members model, foster, and reinforce principles of justice, sensitivity and tolerance toward racial, ethnic, cultural, spiritual, and gender differences, self-awareness, self-confidence, conviction to teaching, and open-mindedness. No student completes the USCS teacher education program without having thoroughly examined his or her values, clarified them, and made some attempt to determine whether or not these values are internally consistent, socially worthwhile, and egalitarian in view.

IV. A commitment to the principle of equality of educational opportunity for all students regardless of race, ethnic background, religious affiliation, handicapping condition, or gender. In light of this, the teachers prepared in the USCS teacher education program are aware of the need for early childhood, elementary, and secondary educators to be committed to this principle and the supporting principles of multicultural education. The program of the School of Education reflects a steadfast commitment to the principles of equity and fairness.

V. A commitment to knowledge of both theory and practice and an understanding of how one informs and strengthens the other. The faculty and administration of the USCS School of Education believe that attempting to teach any educational theory without the opportunity for practical application of the theory is fruitless, and that attempting to teach any lesson without an understanding of state of the art theoretical grounding is equally fruitless. A well-prepared teacher understands that teaching is an art informed by science; the well-prepared teacher is guided by the best theory and practice known at a given time.

Admission to the Professional Program

Students must apply to the School of Education for admission to the professional program, which covers the junior and senior years. The professional program application form may be obtained from the school office and must be filed with that office at the beginning of the term in which students complete 60 semester hours of study.

Admission of applicants is based on individual consideration. Each applicant must fulfill the following general requirements:

- Completion of English 101 and 102 and Theatre 140 or their equivalents, with grades of C or better.
- Successful completion of the prerequisites for Mathematics 120.
- Cumulative GPA of at least 2.5 on at least 60 hours earned.
- The achievement of the minimum score on the South Carolina Education Entrance Examination.
- Two satisfactory recommendations with one coming from the general faculty and one from the School of Education faculty.

Action is taken on a student's application for admission to the professional program as soon as the academic records are available. Students who are accepted enter the professional program. Students whose applications are denied are advised of their alternatives.

Students who plan to meet the requirements for a teaching certificate in secondary education while enrolled in another school of the university should consult with the dean of the School of Education. The dean assigns an adviser in the School of Education to guide the student through the professional sequence of courses. Such consultation should be held as early as possible in the student's undergraduate career to ensure adequate familiarity with teacher education requirements. Students enrolled in other schools of the university should take particular care to inquire about state certification requirements.

Education courses at the 400-level and above may be taken only after admission to the professional program. Students who complete the professional program and who pass the Test of Professional Knowledge, the National Teachers Examination (specialty area) and complete three observations using the Assessment of Performance in Teaching (APT) instrument fulfill the certification requirements of the South Carolina State Board of Education, which uses the standards of the National Association of State Directors of Teacher Education and Certification.

Admission to Directed Teaching

Students who wish to enroll for directed teaching must apply no later than the last working day of September (if they wish to teach in the spring) or the last working day of February (if they wish to teach in the fall). The following are general requirements for all students admitted to directed teaching:

- Prior admission to the professional program.
- Completion of three-fourths of all major course work.
- 2.5 GPA on major course work with a grade of C or better in each course.
- Completion of 90 semester hours.
- 2.5 cumulative GPA.
- Completion of all education methods courses with a grade of C or better in each.
- Completion of Mathematics 301 and 302 for early childhood and elementary majors.

In addition to these general requirements, there are specific course prerequisites for each major field. No education course may serve as a prerequisite for a subsequent education course until it has been completed with a grade of C or better. These prerequisites may be changed from time to time at the discretion of the school.

It is the responsibility of students to secure from the school office an updated list of prerequisites for directed teaching in their major and to arrange their course of studies with their education adviser so as to meet those prerequisites.

Transfer Admission

Transfer students with fewer than 60 semester hours of credit may take courses in the School of Education if they meet all university admission requirements. Transfer students who have earned 60 hours or more must meet the admission criteria for the professional program at the time of their initial application for admission to the School of Education as a major. Criteria are available in the school office. Only 64 semester hours of credit may be accepted for transfer from a two-year institution and applied toward the professional degree.

Continuation Standards

After being admitted to the professional program, students must maintain at least a 2.5 GPA for retention in the program; this is in excess of the minimum GPA required by the university for continuing enrollment. Students who do not maintain a 2.5 GPA cannot enroll in any education courses above the 300-level.

Academic Requirements

No education course may serve as a prerequisite for a subsequent education course until it has been successfully completed with a grade of C or better.

A minimum grade of C is required for any course submitted for fulfillment of professional education and major concentration requirements.

Evaluation

In addition to evaluations as described in course syllabi, students' competencies relative to School of Education objectives and criteria are evaluated both in professional courses and during directed teaching in the professional phase of teacher education. Every applicant for admission to a professional program undergoes an appraisal by the adviser. This appraisal provides a source of evaluation on non-academic as well as academic factors relative to teaching potential. Continuing advisement sessions use data from various sources in helping prospective teachers to overcome any weaknesses that become evident during their period of preparation.

Degree Programs

The School of Education has developed curricula leading to the baccalaureate in four broad fields: early childhood, elementary, secondary, and physical education. Although the number of credit hours required for graduation varies to some extent with the subject that the student prepares to teach, a minimum of 127 hours is required for any baccalaureate in the School of Education. Students are assigned an adviser with whom they should plan in advance their program of studies for each semester or summer session.

Early Childhood Education. The early childhood education program provides preparation for teaching in kindergartens and in the primary grades (1-4). A substantial portion of the curriculum consists of course work in the liberal arts to establish a broad educational background prior to the professional sequence of courses. The professional sequence provides content and direct opportunities for field experience. The final experience is a semester-long student teaching assignment of which half is in a kindergarten and half in grades 1, 2, 3, or 4.

Elementary Education. The program is designed to prepare students to teach in grades 1-8. The program consists of a general liberal arts background, professional educational training, and preparation in the subject matter to be taught.

During the semester in which students are enrolled in directed teaching (SEDL 470), they spend all of each school day for a period of fifteen weeks in the elementary or middle school to which they are assigned. For both the early childhood and the elementary education degrees, students spend one half of their directed teaching experience at one grade level and half at another. Students are prohibited from enrolling in any additional course work during this semester without the written consent of the dean.

Secondary Education. The program in secondary education prepares students to teach in grades 7-12 and does so through a core of general liberal arts course work; professional education course work, including field-based clinical experiences; a student teaching experience; and intensive course work in a specific area of subject specialization. The secondary education curriculum may lead to either a Bachelor of Arts or Bachelor of Science degree, depending upon the chosen area of subject specialization. The Bachelor of Arts degrees in English and in social studies education require two semesters of foreign language study. Areas of subject specialization in secondary education at USCS include biology, chemistry, English, foreign language, mathematics, social studies–history and social studies–political science.

Physical Education. The physical education program is designed to prepare students to teach physical education in grades K-12. In addition to a core program in the liberal arts, students undertake studies in the professional education area as well as in-depth study in physical education.

For both secondary and physical education majors, laboratory experiences and directed teaching comprise an important part of the curriculum in the junior and senior years. Directed teaching for physical education majors is arranged at both the elementary and secondary level.

The School of Education reserves the right to change requirements and modify programs as necessary to fulfill state certification requirements. Students must periodically request updated information from the school.

This curriculum is in effect for fall 1995.

Bachelor of Arts
Major in Early Childhood Education

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

II. Mathematics

Mathematics 301 and 302	6

III. Arts and Humanities

Art history	3
Music History and Literature 110	3
History 111	3

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Sociology 101 or Psychology 101	3
Geography 121	4

V. Natural Sciences

Biology 110	4
Physics or chemistry	4

VI. Foreign Culture

History 112	3

VII. Computer Studies

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. Senior Seminar: *see directed teaching*

Professional Education

SEDF 210: Introduction to Education	2
SEDE 322: Survey of Early Childhood Education	3
SEDF 333, 333L: Introduction to Child Psychology and Development	3
SEDF 334, 334L: Introduction to Adolescent and Adult Psychology	3
SEDF 341: Education Procedures for Exceptional Children	3
SEDF 485: Classroom Management	2
SEDF 486: Measurement and Evaluation in Education	1
SHED 331: Health and Education for the Elementary Child	2

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

SPED 315: Physical Education for the Elementary Child	2
SAED 329: Art for the Elementary Schools	2
SMUE 454: Music for Young Children	2
SEDR 414: Teaching Reading I	3
SEDR 416: Teaching Reading II	3
SEDE 400: Resources for Teaching	1
SEDE 445: Language Development and Communicative Skill	3
SEDE 446: Math for the Young Child	3
SEDE 447: Social Studies for the Young Child	3
SEDE 448: Science for the Young Child	3
SEDE 469: Directed Teaching in Early Childhood Education	12

Support Courses

English literature	6
SEGL 484: Children's Literature	3
Science elective (selected from a physical science discipline other than that represented above)	3-4
SHED 221: Personal and Community Health	3

Electives: (minimum of 3 hours of upper division courses)	8-9
Total hours required	**127-129**

This curriculum is in effect for fall 1995.

Bachelor of Arts
Major in Elementary Education

General Education Requirements

I.	**Communication**	
	English 101 and 102; or 146[1]	6
	Speech 201	3
II.	**Mathematics**	
	Mathematics 301 and 302	6
III.	**Arts and Humanities**	
	Art history	3
	Music History and Literature 110	3
	History 111	3
IV.	**Social and Behavioral Sciences**	
	Government and International Studies 201	3
	Sociology 101 or Psychology 101	3
	Geography 121	4

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

V. Natural Sciences

Biology 110	4
Physics or chemistry	4

VI. Foreign Culture

History 112	3

VII. Computer Studies

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. Senior Seminar: *see directed teaching*

Professional Education

SEDF 210: Introduction to Education	2
SEDF 321: Dynamics of American Education	2
SEDF 333, 333L: Introduction to Child Psychology and Development	3
SEDF 334, 334L: Introduction to Adolescent and Adult Psychology and Development	3
SEDF 341: Education Procedures for Exceptional Children	3
SEDF 485: Classroom Management	2
SEDF 486: Measurement and Evaluation in Education	1
SHED 331: Health and Education for the Elementary Child	2
SPED 315: Physical Education for the Elementary Child	2
SAED 329: Art for the Elementary Schools	2
SMUE 454: Music for Young Children	2
SEDR 414: Teaching Reading I	3
SEDR 416: Teaching Reading II	3
SEDL 400: Resources for Teaching	1
SEDL 410: Elementary Practicum	1
SEDL 441: The Elementary School Curriculum and Organization	3
SEDL 445: Teaching Language Arts in the Elementary and Middle School	2
SEDL 446: Teaching Math in the Elementary and Middle School	2
SEDL 447: Teaching Social Studies in the Elementary and Middle School	2
SEDL 448: Teaching Science in the Elementary and Middle School	2
SEDL 470: Directed Teaching in the Elementary and Middle School	12

Support Courses

English literature	6
SEGL 484: Children's Literature	3
Science elective (selected from a physical science discipline other than that represented above)	3-4
SHED 221: Personal and Community Health	3

Electives: (minimum of 3 hours of upper division courses)	8-9
Total hours required	**126-128**

This curriculum is in effect for fall 1995.

Bachelor of Arts
Major in Secondary Education (French, Spanish)

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

II. Mathematics

Mathematics 120 or higher level mathematics	3
Mathematics 201, Psychology 225, or Sociology 201	3

III. Arts and Humanities

Art history	3
Music History and Literature 110	3
History 101, 102, or 111	3

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Sociology 101 or Anthropology 102	3
Psychology 101	3

V. Natural Sciences

Biology 110	4
Physical science elective (geology, chemistry, or physics)	4

VI. Foreign Culture

History 112	3

VII. Computer Studies

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. Senior Seminar: *see directed teaching*

Professional Education

SEDF 210: Introduction to Education	2
SEDF 321: Dynamics of American Education	2
SEDF 333, 333L: Introduction to Child Psychology and Development	3
SEDF 334, 334L: Introduction to Adolescent and Adult Psychology and Development	3
SEDF 341: Education Procedures for Exceptional Children	3
SEDF 485: Classroom Management	2
SEDF 486: Measurement and Evaluation in Education	1

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

SEDR 418: Reading in the Secondary Schools	3
SEDS 400: Resources for Teaching	1
SEDS 410: Secondary School Practicum	1
SEDS 441: Secondary School Curriculum	2
SEDS 449: Teaching Foreign Language in Secondary School	2
SEDS 460: Teaching Methods in Secondary Education	2
SEDS 474: Directed Teaching in High School (Foreign Language)	12

Concentration in French

French 104: French Culture	3
French 202: Intermediate French or a French literature course	3
One or two courses selected from the following:	3-6
French 210: French Oral Communication	
French 310: French Conversation	
French 250 or 350: Selected French Studies Abroad	
French 309: French Grammar and Composition	3
Three French literature courses	9
French 320: French Civilization	3
English 451: Introduction to the Study of Language	3
French 453: Introduction to Romance Linguistics	3
French 490: Senior Seminar	3

Concentration in Spanish

Spanish 104: Spanish Culture	3
Spanish 202: Intermediate Spanish or a Spanish literature course	3
One or two courses selected from the following:	3-6
Spanish 210: Spanish Oral Communication	
Spanish 310: Spanish Conversation	
Spanish 250 or 350: Selected Spanish Studies Abroad	
Spanish 309: Spanish Grammar and Composition	3
Three Spanish literature courses	9
Spanish 320: Spanish Civilization	3
English 451: Introduction to the Study of Language	3
Spanish 453: Introduction to Romance Linguistics	3
Spanish 490: Senior Seminar	3

Support Courses

Health Education 221: Personal and Community Health	3
English 275: Masterpieces of World Literature or 276: Masterpieces of World Literature II	3
French 450 or Spanish 450: Foreign Language Technology	3

Electives	3
Total hours required	**131-134**

This curriculum is in effect for fall 1995.

Bachelor of Science
Major in Secondary Education (Biology)

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

II. Mathematics

Mathematics 120 or higher level mathematics	3
Mathematics 201, Psychology 225, or Sociology 201	3

III. Arts and Humanities

Art history or Music History and Literature 110	3
History 101, 102, or 111	3
English literature	3

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Sociology 101	3
Psychology 101	3

V. Natural Sciences

Biology 101	4
Biology 102	4

VI. Foreign Culture

History 112, English 275, or English 276	3

VII. Computer Studies

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. Senior Seminar: *see directed teaching*

Professional Education

SEDF 210: Introduction to Education	2
SEDF 321: Dynamics of American Education	2
SEDF 333, 333L: Introduction to Child Psychology and Development	3
SEDF 334, 334L: Introduction to Adolescent and Adult Psychology and Development	3
SEDF 341: Education Procedures for Exceptional Children	3
SEDF 485: Classroom Management	2
SEDF 486: Measurement and Evaluation in Education	1

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

SEDR 418: Reading in the Secondary Schools	3
SEDS 400: Resources for Teaching	1
SEDS 410: Secondary School Practicum	1
SEDS 441: Secondary School Curriculum	2
SEDS 448: Teaching School Science	2
SEDS 460: Teaching Methods in Secondary Education	2
SEDS 481: Directed Teaching in High School (Biology)	12

Concentration

SBIO 310: Invertebrate Zoology	4
SBIO 315: Comparative Vertebrate Anatomy	4
SBIO 320: Botany or 380: Plant Geography	4
SBIO 330: Microbiology	4
SBIO 350: Genetics	4
SBIO 570: Principles of Ecology	4
SCHM 112: General Chemistry and Quantitative Analysis	4
SCHM 102: Fundamental Chemistry II or SBIO 340: Cell Biology	4
SBIO 599: Senior Seminar	3

Support Courses

SHED 221: Personal and Community Health	3
SCHM 111: General Chemistry I	4

Total hours required 128

This curriculum is in effect for fall 1995.

Bachelor of Science
Major in Secondary Education (Chemistry)

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

II. Mathematics

Mathematics 141	4
Mathematics 142	4

III. Arts and Humanities

Art history or Music History and Literature 110	3
History 101, 102, or 111	3
English literature	3

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Sociology 101	3
Psychology 101	3

V. Natural Sciences

Biology 101 or 110	4
Physics 201 or 211	4

VI. Foreign Culture

History 112, English 275, or English 276	3

VII. Computer Studies

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. Senior Seminar: *see directed teaching*

Professional Education

SEDF 210: Introduction to Education	2
SEDF 321: Dynamics of American Education	2
SEDF 333, 333L: Introduction to Child Psychology and Development	3
SEDF 334, 334L: Introduction to Adolescent and Adult Psychology and Development	3
SEDF 341: Education Procedures for Exceptional Children	3
SEDF 485: Classroom Management	2
SEDF 486: Measurement and Evaluation in Education	1
SEDR 418: Reading in the Secondary Schools	3
SEDS 400: Resources for Teaching	1
SEDS 410: Secondary School Practicum	1
SEDS 441: Secondary School Curriculum	2
SEDS 448: Teaching School Science	2
SEDS 460: Teaching Methods in Secondary Education	2
SEDS 481: Directed Teaching in High School (Chemistry)	12

Concentration

SCHM 111: General Chemistry	4
SCHM 112: General Chemistry and Qualitative Analysis	4
SCHM 321: Quantitative Analysis	4
SCHM 331: Organic Chemistry I	4
SCHM 332: Organic Chemistry II	4
SCHM 541: Physical Chemistry I	4
SCHM 599: Senior Seminar	3
SMTH 241: Multivariable Calculus	4

Support Courses

SHED 221: Personal and Community Health	3
SPHS 202: General Physics II or 212: Essentials of Physics II	4

Electives	3
Total hours required	**129**

This curriculum is in effect for fall 1995.

Bachelor of Science
Major in Secondary Education (Mathematics)

General Education Requirements

I.	**Communication**	
	English 101 and 102; or 146[1]	6
	Speech 201	3
II.	**Mathematics**	
	Mathematics 126	3
	Mathematics 127	3
	Mathematics 174	3
III.	**Arts and Humanities**	
	Art history or Music History and Literature 110	3
	History 101, 102, or 111	3
	English literature	3
IV.	**Social and Behavioral Sciences**	
	Government and International Studies 201	3
	Sociology 101	3
	Psychology 101	3
V.	**Natural Sciences**	
	Biology 110	4
	Physical science elective (geology, physics or chemistry)	4
VI.	**Foreign Culture**	
	History 112	3
VII.	**Computer Studies**	
	Computer Science 140	3
	Education Curriculum and Instruction 120	1
VIII.	**Senior Seminar:** *see directed teaching*	

Professional Education

SEDF 210: Introduction to Education	2
SEDF 321: Dynamics of American Education	2

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

SEDF 333, 333L: Introduction to Child Psychology and Development	3
SEDF 334, 334L: Introduction to Adolescent and Adult Psychology and Development	3
SEDF 341: Education Procedures for Exceptional Children	3
SEDF 485: Classroom Management	2
SEDF 486: Measurement and Evaluation in Education	1
SEDR 418: Reading in the Secondary Schools	3
SEDS 400: Resources for Teaching	1
SEDS 410: Secondary School Practicum	1
SEDS 441: Secondary School Curriculum	2
SEDS 446: Teaching School Math	2
SEDS 460: Teaching Methods in Secondary Education	2
SEDS 478: Directed Teaching in High School (Math)	12

Concentration

SMTH 143: Calculus I	3
SMTH 144: Calculus II	3
SMTH 243: Calculus III	3
SMTH 244: Calculus IV	3
SMTH 315: Statistical Methods I or SMTH 512 Probability and Statistics	3
SMTH 350: Mathematical Structure and Proof	3
SMTH 531: Geometry	3
SMTH 544: Applied Linear Algebra	3
SMTH 546: Algebraic Structures	3
SMTH 599: Senior Seminar	3
Mathematics electives chosen from courses numbered higher than SMTH 244 or computer science courses numbered higher than SCSC 140	3

Support Courses

SHED 221: Personal and Community Health	3
Literature	3

Electives 0-3

Total hours required 129-132

This curriculum is in effect for fall 1995.

Bachelor of Arts or Science
Major in Secondary Education (English)

General Education Requirements

I. **Communication**

English 101 and 102; or 146[1]	6
Speech 201	3

II. **Mathematics**

Mathematics 120 or higher level mathematics	3
Mathematics 201, Psychology 225, or Sociology 201	3

III. **Arts and Humanities**

Art history	3
Music History and Literature 110	3
History 101, 102, or 111	3

IV. **Social and Behavioral Sciences**

Government and International Studies 201	3
Sociology 101 or Anthropology 102	3
Psychology 101	3

V. **Natural Sciences**

Biology 110	4
Physical science elective (geology, chemistry, or physics)	4

VI. **Foreign Culture**

History 112	3

VII. **Computer Studies**

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. **Senior Seminar:** *see directed teaching*

Professional Education

SEDF 210: Introduction to Education	2
SEDF 321: Dynamics of American Education	2
SEDF 333, 333L: Introduction to Child Psychology and Development	3
SEDF 334, 334L: Introduction to Adolescent and Adult Psychology and Development	3
SEDF 341: Education Procedures for Exceptional Children	3
SEDF 485: Classroom Management	2
SEDF 486: Measurement and Evaluation in Education	1

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

SEDR 418: Reading in the Secondary Schools	3
SEDS 400: Resources for Teaching	1
SEDS 410: Secondary School Practicum	1
SEDS 441: Secondary School Curriculum	2
SEDS 445: Teaching School English	2
SEDS 460: Teaching Methods in Secondary Education	2
SEDS 473: Directed Teaching in High School (English)	12

Concentration

SEGL 291: Black American Literature or other approved course in minority literature	3
SEGL 407: Shakespearean Drama	3
SEGL 451: Introduction to the Study of Language	3
SEGL 453: Development of English Language or 455: Language Study Applications or an approved linguistics course	3
SEGL 459: Advanced Rhetoric and Composition or 468: Creative Writing or an approved course in writing or writing theory	3
SEGL 483: Theory of Literary Criticism	3
SEGL 485: Adolescent Literature	3
SEGL 490: Senior Seminar in English	3
British literature	3
American literature	6

Support Courses

SHED 221: Personal and Community Health	3
SEGL 275: Masterpieces of World Literature or 276: Masterpieces of World Literature II	3
Foreign language (required for Bachelor of Arts only)	6-8

Electives	0-3

Total hours required for Bachelor of Science	**128**
Total hours required for Bachelor of Arts	**134-136**

This curriculum is in effect for Fall 1995.

Bachelor of Arts or Science
Major in Secondary Education (Social Studies/History)

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

II. Mathematics

Mathematics 120 or higher level mathematics	3
Mathematics 201, Psychology 225, or Sociology 201	3

III. Arts and Humanities

Art history	3
English literature	3
History 101, 102, or 111	3

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Sociology 101	3
Psychology 101	3

V. Natural Sciences

Biology 110	4
Physical science elective (geology, chemistry, or physics)	4

VI. Foreign Culture

History 112	3

VII. Computer Studies

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. Senior Seminar: *see directed teaching*

Professional Education

SEDF 210: Introduction to Education	2
SEDF 321: Dynamics of American Education	2
SEDF 333, 333L: Introduction to Child Psychology and Development	3
SEDF 334, 334L: Introduction to Adolescent and Adult Psychology and Development	3
SEDF 341: Education Procedures for Exceptional Children	3
SEDF 485: Classroom Management	2
SEDF 486: Measurement and Evaluation in Education	1
SEDR 418: Reading in the Secondary Schools	3
SEDS 400: Resources for Teaching	1
SEDS 410: Secondary School Practicum	1
SEDS 441: Secondary School Curriculum	2
SEDS 447: Teaching School Social Studies	2
SEDS 460: Teaching Methods in Secondary Education	2
SEDS 475: Directed Teaching in High School (Social Studies/History)	12

Concentration

SHST 351 or 352: History of Africa	3
SHST 356: History of China or 357: History of India or 358: History of Japan	3

SHST 402, 403, or 404: U.S. History to 1877	3
SHST 405, 406, 407, or 461: U.S. History since 1877	3
European History (two countries represented)	6
SGEG 103: Introduction to Geography or 121: Principles of Regional Geography	3-4
SECO 221: Principles of Macroeconomics or 222: Principles of Microeconomics	3
SANT 102: Understanding Other Cultures or SSOC 433: Minority Group Relations	3
SHST 500: Senior Seminar	3

Support Courses

SHED 221: Personal and Community Health	3
Literature	3
SMUS 110: Introduction to Music	3
Foreign language (required for Bachelor of Arts only)	6-8

Electives	0-3

Total hours required for Bachelor of Science	**128-129**
Total hours required for Bachelor of Arts	**134-136**

This curriculum is in effect for fall 1995.

Bachelor of Arts or Science
Major in Secondary Education
(Social Studies/Political Science)

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

II. Mathematics

Mathematics 120 or higher level mathematics	3
Mathematics 201, Psychology 225, or Sociology 201	3

III. Arts and Humanities

Art history	3
English literature	3
History 111	3

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Sociology 101	3
Psychology 101	3

V. Natural Sciences

Biology 110	4
Physical science elective (geology, chemistry, or physics)	4

VI. Foreign Culture

History 112	3

VII. Computer Studies

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. Senior Seminar: *see directed teaching*

Professional Education

SEDF 210: Introduction to Education	2
SEDF 321: Dynamics of American Education	2
SEDF 333, 333L: Introduction to Child Psychology and Development	3
SEDF 334, 334L: Introduction to Adolescent and Adult Psychology and Development	3
SEDF 341: Education Procedures for Exceptional Children	3
SEDF 485: Classroom Management	2
SEDF 486: Measurement and Evaluation in Education	1
SEDR 418: Reading in the Secondary Schools	3
SEDS 400: Resources for Teaching	1
SEDS 410: Secondary School Practicum	1
SEDS 441: Secondary School Curriculum	2
SEDS 447: Teaching School Social Studies	2
SEDS 460: Teaching Methods in Secondary Education	2
SEDS 475: Directed Teaching in High School (Social Studies/Political Science)	12

Concentration

SGIS 301: Introduction to Political Science	3
SGIS 310: International Politics	3
SGIS 364: State and Local Government	3
SGIS 320: Comparative Politics or 401: History of Political Thought	3
SGIS 385: American Political Thought or 550: Constitutional Law or 551: Civil Rights and Civil Liberties	3
SECO 221: Principles of Macroeconomics or 222: Principles of Microeconomics	3
SANT 102: Understanding other Cultures or SSOC 433: Minority Group Relations	3

SGEG 103: Introduction to Geography or 121: Principles of Regional Geography	3-4
SHST 402, 403, or 404: U.S. History to 1877	3
SHST 405, 406, 407, or 461: U.S. History since 1877	3
SGIS 500: Senior Seminar	3

Support Courses

SHED 221: Personal and Community Health	3
Literature	3
SMUS 110: Introduction to Music	3
Foreign language (required for Bachelor of Arts only)	6-8

Total hours required for Bachelor of Science	**128-129**
Total hours required for Bachelor of Arts	**134-136**

This curriculum is in effect for fall 1995.

Bachelor of Science
Major in Physical Education

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

II. Mathematics

Mathematics 120 or higher level mathematics	3
Mathematics 201, Psychology 225, or Sociology 201	3

III. Arts and Humanities

Art history or Music History and Literature 110	3
English literature	3
History 101, 102, or 111	3

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Psychology 101	3
Social and behavioral sciences elective	3

V. Natural Sciences

Biology 110	4
Physical science elective (geology, chemistry, or physics)	4

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

VI. Foreign Culture

English 275, 276, or History 112	3

VII. Computer Studies

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. Senior Seminar: *see directed teaching*

Professional Education

SEDF 210: Introduction to Education	2
SEDF 485: Classroom Management	2
SEDR 418: Reading in the Secondary Schools	3
SEDS 441: Secondary School Curriculum	2

Major

SPED 101: Introduction to Physical Education	3
SPED 201: Teaching of Physical Education	3
SPED 315: Physical Education for the Elementary Teacher	2
SPED 320: Individual and Dual Sports	2
SPED 330: Folk, Square, and Social Dance	2
SPED 350: Gymnastics and Tumbling	2
SPED 360: Team Sports	2
SPED 400: Exercise Physiology	3
SPED 402: Biomechanics	3
SPED 545: Measurement and Evaluation of Physical Education	3
SPED 553: Organization and Administration of Physical Education	3
SPED 562: Physical Education for the Exceptional Child	3
Physical education elective	3
Physical education activity courses	4
SPED 479: Directed Teaching in Physical Education	12

Support Courses

SBIO 232: Anatomy	4
SBIO 242: Physiology	4
SHED 221: Personal and Community Health	3
SHED 331: Health Education for Elementary School Child	2
SHED 170: First Aid	2
SPED 270: Introduction to Athletic Training	2
SPSY 302: Developmental Psychology	3

Electives	2
Total hours required	**128**

This curriculum is in effect beginning spring 1996.

Bachelor of Arts
Major in Early Childhood Education

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

II. Mathematics

Mathematics 301 and 302	6

III. Arts and Humanities

Two courses selected from art history, Music History and Literature 110, theatre art, or theatre history	6
History 101, 102, or 111	3
Any philosophy	3

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Sociology 101	3
Psychology 101	3

V. Natural Sciences

Biology 110	4
Physics or chemistry	4

VI. Foreign Culture

History 112	3

VII. Computer Studies

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. Senior Seminar in Education: *see directed teaching*

Professional Education

SEDC 400: Resources and Technology in Teaching	1
SEDF 333: Educational Development of the Life-long Learner	3
SEDF 341: Educational Procedures for Exceptional Learners	3
SEDF 485: Principles of Effective Classroom Management and Assessment	3
SEDR 414: Emergent and Early Literacy	3
SEDE 410: Clinical I in Early Childhood Education	2

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

SEDE 420: The Young Child: Behavior and Development	3
SEDE 422: Survey of Early Childhood Education	3
SEDE 440: Clinical II in Early Childhood Education	2
SEDE 445: Language Development and Communicative Skill	3
SEDE 446: Math for the Young Child	3
SEDE 447: Social Studies for the Young Child	3
SEDE 448: Science for the Young Child	3
SEDE 449: Creativity and Play	3
SEDE 468 Education of the Young Child: An Ecological Approach	3
SEDE 469: Directed Teaching in Early Childhood Education	12

Content Concentration

Students take 12 hours from one of the following concentration areas 12

Psychology

Psychology 303: Psychology of Learning and Memory
Psychology 305: Sensation and Perception
Psychology 307: Social Psychology
Psychology 309: Psychology of Personality
Psychology 310: Abnormal Psychology
Psychology 330: Applied Psychology
Psychology 350: Psychology of Adjustment
Psychology 420: Psychology of Men
Psychology 442: Psychology of Women

Sociology

Sociology 451: Social Welfare and Social Work
Sociology 455: Community Organizations
Sociology 311: Introduction to Social Problems
Sociology 331: Individual and Society
Sociology 341: Sociology of Families
Sociology 441: Sociology of Education
Sociology 431: Social Inequality: Class, Race, and Gender in the U.S.
Sociology 433: Race and Ethnic Relations
Sociology 435: Sociology of Women

Support Courses

English literature	3
English 484: Children s Literature	3
Health Education: Lifelong Health and Wellness	3

Electives 3

Total hours required 127

This curriculum is in effect beginning spring 1996.

Bachelor of Arts
Major in Elementary Education

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

II. Mathematics

Mathematics 301 and 302	6

III. Arts and Humanities

Two courses selected from art history, music history, or theatre history	6
History 111	3
Any philosophy	3

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Sociology 101 or Psychology 101	3
Geography 103 or Anthropology 102	3

V. Natural Sciences

Biology 110	4
Physics or chemistry	4

VI. Foreign Culture

History 112	3

VII. Computer Studies

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. Senior Seminar in Education: *see directed teaching*

Professional Education

SPED 315: Movement Education	3
SAED 329, SMUE 354, or theatre methods	3
SEDC 400: Resources and Technology in Teaching	1
SEDF 210: Foundations of Education	3
SEDF 333: Educational Development of the Life-long Learner	3
SEDF 341: Educational Procedures for Exceptional Learners	3
SEDF 485: Principles of Effective Classroom Management and Assessment	3

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

SEDR 416: Teaching Reading in the Elementary and Middle School	3
SEDL 441: Elementary School Curriculum	3
SEDL 445: Teaching Language Arts in the Elementary and Middle School	3
SEDL 446: Teaching Math in the Elementary and Middle School	3
SEDL 447: Teaching Social Studies in the Elementary and Middle School	3
SEDL 448: Teaching Science in the Elementary and Middle School	3
SEDL 449: Issues and Trends in Elementary Education	3
SEDL 470: Directed Teaching in the Elementary and Middle School	12

Content Concentration 15

Fifteen semester hours, as specified and with advisor s approval, from one of the concentration areas listed below:

English (courses at the 300-400 level)

Foreign Language (courses in a single language 202 and above, but may not include courses in translation)

Art (art studio and/or art history at the 200 level or above)

Fine Arts (combination of courses in music other than 110, theatre at the 170 level or above and art at the 200 level or above)

Speech (300 level or above)

Theatre (theatre at the 170 level or above, English 406 or 407, and English 422)

Journalism (300 level or above)

History (American history at the 300 level or above, European history at the 300 level or above, third world history at the 300 level or above, and six additional hours in any history at the 300 level or above)

Government and International Studies (SGIS 301, 310, 364, 370, and 385)

Philosophy (200 level and above)

Psychology (300 level and above)

Sociology (300 level and above)

Science
General
SGEL 103; SBIO 240 or SBIO 270 and 270L
SCHM 105/106 and 107L or SCHM 101 or SPHS 101 and 101L (select from discipline other than that used for general education)

SBIO 240
SGEL 101; or SAST 111 and 111L

Physical
SAST 111 and 111L
SGEL 101 or SGEL 120 or SGEL 121
SCHM 101 and 102 or SCHM 111 and 112 or SPHS 101 and 101L and SCHM at the 100 level (select chemistry if physics taken in general education; select physics and chemistry if chemistry taken in general education)

Biological
SBIO 102 (and substitute 101 for 110)
SBIO 232 and 242
SBIO at the 300 or 500 level

Chemical
SCHM 111 and 112
SCHM 102
SCHM 321 and 321L

Earth Sciences
SGEL 101 or SGEL 120 or SGEL 121
SGEL 102
SAST 111 and 111L
SGEL 103 or SGEL 131

Mathematics (126 or higher, excluding 301 and 302)

Support Courses

Literature	3
English 484: Children s Literature	3
Science elective	3-4
Health Education 221: Lifelong Health and Wellness	3
Total hours required	**129-130**

This curriculum is in effect beginning spring 1996.

Bachelor of Arts
Major in Secondary Education (French)

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

II. Mathematics

Mathematics 120 or higher level mathematics	3

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

Mathematics 201, Psychology 225, or Sociology 201	3

III. Arts and Humanities

Art history, Music History and Literature 110, Theatre 161, or Theatre 162	3
History 101, 102, or 111	3
Philosophy, English 275, or English 276	3

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Sociology 101 or Anthropology 102	3
Psychology 101	3

V. Natural Sciences

Biology 110	4
Physical science elective (geology, chemistry, physics, or astronomy)	4

VI. Foreign Culture

History 112	3

VII. Computer Studies

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. Senior Seminar in Education: *see directed teaching*

Professional Education

SEDC 400: Resources and Technology in Teaching	1
SEDF 210: Foundations of Education	3
SEDF 333: Educational Development of the Life-long Learner	3
SEDF 341: Educational Procedures for Exceptional Learners	3
SEDF 485: Principles of Effective Classroom Management and Assessment	3
SEDR 418: Reading in the Secondary Schools	3
SEDS 441: Middle and Secondary School Curriculum	3
SEDS 442: Middle and Secondary School Teaching Methodology	3
SEDS 449: Teaching Foreign Language in Secondary Schools	3
SEDS 474: Directed Teaching in Secondary School Foreign Language	12

Content Concentration[1]

French 104: French Culture	3
French 202: Intermediate French or a French Literature course	3
One or two courses selected from the following:	3-6

French 210: French Oral Communication
French 310: French Conversation
French 250 or 350: Selected Studies Abroad

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[1] *Assumes language proficiency at the level of French 201. If the student starts at the 101 level, the total number of hours required in the program is 134-137.*

French 308: Business French or French 309: French Grammar and Composition	3
Three French literature courses	9
French 320: French Civilization	3
French 450: Foreign Language Technology	3
French 453: Introduction to Romance Linguistics	3
French 490: Senior Seminar	3

Support Courses

English 275: Masterpieces of World Literature I or English 276: Masterpieces of World Literature II	3
English 451: Introduction to the Study of Language	3
Total hours required	**123-126**

This curriculum is in effect beginning spring 1996.

Bachelor of Arts
Major in Secondary Education (Spanish)

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

II. Mathematics

Mathematics 120 or higher level mathematics	3
Mathematics 201, Psychology 225, or Sociology 201	3

III. Arts and Humanities

Art history, Music History and Literature 110, Theatre 161, or Theatre 162	3
History 101, 102, or 111	3
Philosophy, English 275, or English 276	3

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Sociology 101 or Anthropology 102	3
Psychology 101	3

V. Natural Sciences

Biology 110	4
Physical science elective (geology, chemistry, physics, or astronomy)	4

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

VI. Foreign Culture

History 112	3

VII. Computer Studies

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. Senior Seminar in Education: *see directed teaching*

Professional Education

SEDC 400: Resources and Technology in Teaching	1
SEDF 210: Foundations of Education	3
SEDF 333: Educational Development of the Life-long Learner	3
SEDF 341: Educational Procedures for Exceptional Learners	3
SEDF 485: Principles of Effective Classroom Management and Assessment	3
SEDR 418: Reading in the Secondary Schools	3
SEDS 441: Middle and Secondary School Curriculum	3
SEDS 442: Middle and Secondary School Teaching Methodology	3
SEDS 449: Teaching Foreign Language in Secondary Schools	3
SEDS 474: Directed Teaching in Secondary School Foreign Language	12

Content Concentration[1]

Spanish 104: Spanish Culture or Sociology 421: Latin American Studies	3
Spanish 202: Intermediate Spanish or a Spanish literature course	3
One or two courses selected from the following: Spanish 210: Spanish Oral Communication Spanish 310: Spanish Conversation Spanish 250 or 350: Selected Studies Abroad	3-6
Spanish 308: Business Spanish or Spanish 309: Spanish Grammar and Composition	3
Three Spanish literature courses	9
Spanish 320: Spanish Civilization	3
Spanish 450: Foreign Language Technology	3
Spanish 453: Introduction to Romance Linguistics	3
Spanish 490: Senior Seminar	3

Support Courses

English 275: Masterpieces of World Literature I or English 276: Masterpieces of World Literature II	3
English 451: Introduction to the Study of Language	3
Total hours required	**123-126**

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[1] *Assumes language proficiency at the level of Spanish 201. If the student starts at the 101 level, the total number of hours required in the program is 134-137.*

This curriculum is in effect beginning spring 1996.

Bachelor of Science
Major in Secondary Education (Biology)

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

II. Mathematics

Mathematics 126	3
Mathematics 127	3

III. Arts and Humanities

Art history, Music History and Literature 110, Theatre 161, or Theatre 162	3
History 101, 102, 111, or 112	3
Philosophy, English 275, or English 276	3

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Sociology 101	3
Psychology 101	3

V. Natural Sciences

Biology 101	4
Chemistry 111	4

VI. Foreign Culture

English 275 or 276	3

VII. Computer Studies

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. Senior Seminar in Education: *see directed teaching*

Professional Education

SEDC 400: Resources and Technology in Teaching	1
SEDF 210: Foundations of Education	3
SEDF 333: Educational Development of the Life-long Learner	3
SEDF 341: Educational Procedures for Exceptional Learners	3
SEDF 485: Principles of Effective Classroom Management and Assessment	3

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

SEDR 418: Reading in the Secondary Schools	3
SEDS 441: Middle and Secondary School Curriculum	3
SEDS 442: Middle and Secondary School Teaching Methodology	3
SEDS 448: Teaching Science in Secondary Schools	3
SEDS 481: Directed Teaching in Secondary School Natural Science	12

Content Concentration

Biology 102: Biological Science II	4
Biology 310: Invertebrate Anatomy	4
Biology 315: Comparative Vertebrate Anatomy	4
Biology 320: Botany or Biology 380: Plant Geography	4
Biology 330: Microbiology	4
Biology 350: Genetics	4
Biology 570: Principles of Ecology	4
Chemistry 102: Fundamental Chemistry II or Biology 340: Cell Biology	4

Support Courses

Physics 201: General Physics I	4
Geology 101: Physical Geology	4
Chemistry 112: General Chemistry and Quantitative Analysis	4
Total hours required	**128**

This curriculum is in effect beginning spring 1996.

Bachelor of Science
Major in Secondary Education (Chemistry)

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

II. Mathematics

Mathematics 143	3
Mathematics 144	3

III. Arts and Humanities

Art history, Music History and Literature 110, Theatre 161, or Theatre 162	3
History 101, 102, 111, or 112	3
Philosophy, English 275, or English 276	3

IV. Social and Behavioral Sciences

Government and International Studies 201	3

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

Sociology 101	3
Psychology 101	3

V. Natural Sciences

Biology 101 or 110	4
Physics 201 or 211	4

VI. Foreign Culture

English 275 or 276	3

VII. Computer Studies

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. Senior Seminar in Education: *see directed teaching*

Professional Education

SEDC 400: Resources and Technology in Teaching	1
SEDF 210: Foundations of Education	3
SEDF 333: Educational Development of the Life-long Learner	3
SEDF 341: Educational Procedures for Exceptional Learners	3
SEDF 485: Principles of Effective Classroom Management and Assessment	3
SEDR 418: Reading in the Secondary Schools	3
SEDS 441: Middle and Secondary School Curriculum	3
SEDS 442: Middle and Secondary School Teaching Methodology	3
SEDS 448: Teaching Science in Secondary Schools	3
SEDS 481: Directed Teaching in Secondary School Natural Science	12

Content Concentration

Chemistry 111: General Chemistry	4
Chemistry 112: General Chemistry and Quantitative Analysis	4
Chemistry 321: Quantitative Analysis	4
Chemistry 331: Organic Chemistry I	4
Chemistry 332: Organic Chemistry II	4
Chemistry 541: Physical Chemistry I	4
Chemistry 581: Biochemistry	3
Chemistry 583L: Biochemistry Laboratory	1
Chemistry elective (499 or higher level)	4

Support Courses

Physics 202: General Physics II	4
Geology 101: Physical Geology, Geology 102: Historical Geology, or Geology 103: Environmental Earth Science	4
Mathematics 243: Calculus III	3
Mathematics 244: Calculus IV	3
Total hours required	**130**

This curriculum is in effect beginning spring 1996.

Bachelor of Science
Major in Secondary Education (Mathematics)

General Education Requirements

I. Communication

English 101 and 102; or 146	6
Speech 201	3

II. Mathematics

Mathematics 127 (or Mathematics 126 and 127)	3-6
Mathematics 174	3

III. Arts and Humanities

Art history, Music History and Literature 110, Theatre 161, or Theatre 162	3
History 101, 102, or 111	3
Philosophy, English 275, or English 276	3

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Sociology 101 or Anthropology 102	3
Psychology 101	3

V. Natural Sciences

Biology 110	4
Physical science elective (geology, chemistry, physics, or astronomy)	4

VI. Foreign Culture

History 112	3

VII. Computer Studies

Computer Science 140	3
Education Curriculum and Instruction 120	1

VIII. Senior Seminar in Education: *see directed teaching*

Professional Education

SEDC 400: Resources and Technology in Teaching	1
SEDF 210: Foundations of Education	3
SEDF 333: Educational Development of the Life-long Learner	3
SEDF 341: Educational Procedures for Exceptional Learners	3
SEDF 485: Principles of Effective Classroom Management and Assessment	3
SEDR 418: Reading in the Secondary Schools	3
SEDS 441: Middle and Secondary School Curriculum	3

SEDS 442: Middle and Secondary School Teaching Methodology	3
SEDS 446: Teaching Mathematics in Secondary Schools	3
SEDS 478: Directed Teaching in Secondary School Mathematics	12

Content Concentration

Mathematics 143: Calculus I	3
Mathematics 144: Calculus II	3
Mathematics 198: Seminar in Strategies of Problem Solving	1
Mathematics 243: Calculus III	3
Mathematics 244: Calculus IV	3
Mathematics 315: Statistical Methods or Mathematics 512: Probability and Statistics	3
Mathematics 350: Mathematical Structures and Proof	3
Mathematics 531: Geometry	3
Mathematics 544: Applied Linear Algebra	3
Mathematics 546: Algebraic Structures	3
History of Mathematics	3
Mathematics 599: Senior Seminar	3

Support Courses

Literature	3

Electives	3
Total hours required	**125-128**

This curriculum is in effect beginning spring 1996.

Bachelor of Arts or Science
Major in Secondary Education (English)

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

II. Mathematics

Mathematics 120 or higher level mathematics	3
Mathematics 201, Psychology 225, or Sociology 201	3

III. Arts and Humanities

Art history, Music History and Literature 110, Theatre 161, or Theatre 162	3
History 101, 102, or 111	3
Philosophy, English 275, or English 276	3

[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Sociology 101 or Anthropology 102	3
Psychology 101	3

V. Natural Sciences

Biology 110	4
Physical science elective (geology, chemistry, physics, or astronomy)	4

VI. Foreign Culture

History 112	3

VII. Computer Studies

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. Senior Seminar in Education: *see directed teaching*

Professional Education

SEDC 400: Resources and Technology in Teaching	1
SEDF 210: Foundations of Education	3
SEDF 333: Educational Development of the Life-long Learner	3
SEDF 341: Educational Procedures for Exceptional Learners	3
SEDF 485: Principles of Effective Classroom Management and Assessment	3
SEDR 418: Reading in the Secondary Schools	3
SEDS 441: Middle and Secondary School Curriculum	3
SEDS 442: Middle and Secondary School Teaching Methodology	3
SEDS 445: Teaching English in Secondary Schools	3
SEDS 473: Directed Teaching in Secondary School English	12

Content Concentration

English 275: Masterpieces of World Literature I or English 276: Masterpieces of World Literature II	3
English 291: Black American Literature or other approved course in minority literature	3
English genre or period elective (300 level or above)	3
American literature (300 level or above)	6
British literature (300 level or above)	3
English 405: Shakespeare's Early Plays or English 406: Shakespeare's Late Plays	3
English 451: Introduction to the Study of Language, English 455: Language Study Applications, or English 252: English Grammar	3
English 453: Development of the English Language	3
English 468: Creative Writing or English 459: Advanced Rhetoric and Composition	3
English 483: Theory of Literary Criticism	3

English 485: Adolescent Literature	3
English 490: Senior Seminar in English	3

Support Courses

Foreign language (required for Bachelor of Arts only)	3-4

Electives (for Bachelor of Arts, this must be a foreign language)	3-4

Total hours required for Bachelor of Science	**126**
Total hours required for Bachelor of Arts	**129-131**

This curriculum is in effect beginning spring 1996.

Bachelor of Arts or Science
Major in Secondary Education (Social Studies/History)

General Education Requirements

I. **Communication**

English 101 and 102; or 146[1]	6
Speech 201	3

II. **Mathematics**

Mathematics 120 or higher level mathematics	3
Mathematics 201, Psychology 225, or Sociology 201	3

III. **Arts and Humanities**

Art history, Music History and Literature 110, Theatre 161, or Theatre 162	3
History 101, 102, or 111	3
Philosophy, English 275, or English 276	3

IV. **Social and Behavioral Sciences**

Government and International Studies 201	3
Sociology 101 or Anthropology 102	3
Psychology 101	3

V. **Natural Sciences**

Biology 110	4
Physical science elective (geology, chemistry, physics, or astronomy)	4

VI. **Foreign Culture**

History 112	3

VII. **Computer Studies**

Computer Science 130	2
Education Curriculum and Instruction 120	1

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

VIII. Senior Seminar in Education: *see directed teaching*

Professional Education

SEDC 400: Resources and Technology in Teaching	1
SEDF 210: Foundations of Education	3
SEDF 333: Educational Development of the Life-long Learner	3
SEDF 341: Educational Procedures for Exceptional Learners	3
SEDF 485: Principles of Effective Classroom Management and Assessment	3
SEDR 418: Reading in the Secondary Schools	3
SEDS 441: Middle and Secondary School Curriculum	3
SEDS 442: Middle and Secondary School Teaching Methodology	3
SEDS 447: Teaching Social Studies in Secondary Schools	3
SEDS 475: Directed Teaching in Secondary School Social Studies	12

Content Concentration

History 351 or 352: History of Africa	3
History 356: History of China, History 357: History of India, or History 358, History of Japan	3
American history, pre-1865 (300 level or above)	3
American history, post-1865 (300 level or above)	3
European history (300 level or above, two countries represented)	6
Geography 103: Introduction to Geography or Geography 121: Principles of Regional Geography	3-4
Economics 221: Principles of Macroeconomics or Economics 222: Principles of Microeconomics	3
Anthropology 102: Understanding Other Cultures or Sociology 433: Race and Ethnic Relations	3
Government and International Studies elective (300 level or above)	3
Psychology or Sociology elective	3
History 500: Senior Seminar	3

Support Courses

English 275: Masterpieces of World Literature I or English 276: Masterpieces of World Literature II	3
Foreign language (required for Bachelor of Arts only)	3-4

Electives (for Bachelor of Arts, this must be a foreign language)	3-4
Total hours required for Bachelor of Science	**126-127**
Total hours required for Bachelor of Arts	**129-131**

This curriculum is in effect beginning spring 1996.

Bachelor of Arts or Science Major in Secondary Education (Social Studies/ Political Science)

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

II. Mathematics

Mathematics 120 or higher level mathematics	3
Mathematics 201, Psychology 225, or Sociology 201	3

III. Arts and Humanities

Art history, Music History and Literature 110, Theatre 161, or Theatre 162	3
History 101, 102, or 111	3
Philosophy, English 275, or English 276	3

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Sociology 101 or Anthropology 102	3
Psychology 101	3

V. Natural Sciences

Biology 110	4
Physical science elective (geology, chemistry, physics, or astronomy)	4

VI. Foreign Culture

History 112	3

VII. Computer Studies

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. Senior Seminar in Education: *see directed teaching*

Professional Education

SEDC 400: Resources and Technology in Teaching	1
SEDF 210: Foundations of Education	3
SEDF 333: Educational Development of the Life-long Learner	3
SEDF 341: Educational Procedures for Exceptional Learners	3
SEDF 485: Principles of Effective Classroom Management and Assessment	3

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

SEDR 418: Reading in the Secondary Schools	3
SEDS 441: Middle and Secondary School Curriculum	3
SEDS 442: Middle and Secondary School Teaching Methodology	3
SEDS 447: Teaching Social Studies in Secondary Schools	3
SEDS 475: Directed Teaching in Secondary School Social Studies	12

Content Concentration

Government and International Studies 301: Introduction to Political Science	3
Government and International Studies 310: International Politics	3
Government and International Studies 364: State and Local Government	3
Government and International Studies 320: Comparative Politics or Government and International Studies 401: History of Political Thought	3
Government and International Studies 385: American Political Thought, Government and International Studies 550: Constitutional Law, or Government and International Studies 551: Civil Rights and Civil Liberties	3
American history, pre-1865 (300 level or above)	3
American history, post-1865 (300 level or above)	3
Geography 103: Introduction to Geography or Geography 121: Principles of Regional Geography	3-4
Economics 221: Principles of Macroeconomics or Economics 222: Principles of Microeconomics	3
Anthropology 102: Understanding Other Cultures or Sociology 433: Race and Ethnic Relations	3
History elective (300 level or above)	3
Psychology or Sociology elective	3
Government and International Studies 500: Senior Seminar	3

Support Courses

English 275: Masterpieces of World Literature I or English 276: Masterpieces of World Literature II	3
Foreign Language (required for Bachelor of Arts only)	3-4

Electives (for Bachelor of Arts, this must be a foreign language)	3-4

Total hours required for Bachelor of Science	**129-130**
Total hours required for Bachelor of Arts	**132-134**

This curriculum is in effect beginning spring 1996.

Bachelor of Science
Major in Physical Education

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

II. Mathematics

Mathematics 120	3
Mathematics 201, Economics 291, Psychology 225, or Sociology 201	3

III. Arts and Humanities

Art history, Music History and Literature 110, Theatre 161, or Theatre 162	3
Philosophy	3
History 112	3

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Psychology 101	3
Anthropology 102, Geography 103, or any sociology (except 201)	3

V. Natural Sciences

Biology 110	4
Physics 101	4

VI. Foreign Culture

English 275 or 276	3

VII. Computer Studies

Computer Science 130	2
Education Curriculum and Instruction 120	1

VIII. Senior Seminar in Education: *see directed teaching*

Professional Education

SEDC 400: Resources and Technology in Teaching	1
SEDF 210: Foundations of Education	3
SEDF 333: Educational Development of the Life-long Learner or Psychology 302: Developmental Psychology	3
SPED 479: Directed Teaching in Physical Education	12

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

Major

SPED 100 series—physical education activity courses	4
SPED 200: Foundations of Physical Education	3
SPED 270: Introduction to Athletic Training	3
SPED 300: Teaching of Physical Education	3
SPED 310: Movement Education	3
SPED 325: Sports Studies	3
SPED 335: Dance and Gymnastics	3
SPED 400: Exercise Physiology	3
SPED 402: Biomechanics	3
SPED 545: Measurement and Evaluation of Physical Education	3
SPED 553: Organization and Administration of Physical Education	3
SPED 555: Fitness Assessment and Prescription	3
SPED 562: Physical Education for the Exceptional Child or SEDF 341: Educational Procedures for Exceptional Children	3
SPED/SREC elective	3
SHED 221: Lifelong Health and Wellness	3
SHED 434: The School Health Program	3

Support Courses

Biology 232: Human Anatomy	4
Biology 270: Environmental Science, Chemistry 105: Chemistry and Society, Chemistry 106: Chemistry and Society, or Geology 103 Environmental Earth Science	3-4

Electives	5-6
Total hours required	**128**

Mary Black School of Nursing

On July 1, 1980, the USCS School of Nursing was officially named the Mary Black School of Nursing. This step was taken to honor the many contributions of the Black family to medicine and nursing in upstate South Carolina and to show appreciation for the generosity of Mrs. Mary Black Phillips and the late Miss Rosa Black, whose donations played a key role in securing the funds for a new building to house the school. The Mary Black School of Nursing provides the people of the Piedmont area with registered nurses of high technical and professional competence.

The Mary Black School of Nursing offers an associate of science in technical nursing and a baccalaureate in professional nursing. Both programs are approved by the state board of nursing and accredited by the National League for Nursing. The program leading to an associate of science in technical nursing degree is two years in length and includes liberal arts and science courses as well as nursing preparation. The program leading to a Bachelor of Science in Nursing degree is four years in length and includes a broad liberal arts and science foundation in addition to nursing courses. The professional program also offers a Registered Nurse Completion track for graduates of associate degree and diploma programs in nursing.

Student Classification

Regular Nursing Students are students who are admitted to a nursing program and who are currently enrolled in nursing courses.

Pre-Nursing Students are students who have been admitted to the university and who are taking the required non-nursing courses and/or nursing courses open to all students or all registered nurses (in the baccalaureate nursing program) prior to applying for admission to a nursing program.

Students who seek entry into a nursing program must meet specific general education requirements in order to qualify for admission. Those courses are listed in this section of the catalog.

Out-of-Sequence Nursing Students are students who remain enrolled in USCS but who are no longer enrolled as regular nursing students (because of, for example, academic failure or withdrawal from nursing). To enroll again in nursing, these students must meet the admission criteria of the appropriate nursing program, and reapply for admission on the appropriate School of Nursing form.

Advisement

Students are advised by a School of Nursing faculty adviser prior to registration. It is the responsibility of students to stay in touch with their adviser through regular advisement sessions.

Withdrawal Policy

Students who are enrolled in the School of Nursing and who wish to withdraw officially are required first to see their nursing adviser for an exit interview. After this, students follow the withdrawal policy for the university as described in this catalog.

Guidelines on the Prevention of Hepatitis B and HIV/AIDS Transmission

In compliance with federal regulations, the Board of Nursing for South Carolina has adopted the guidelines from the Center for Disease Control (CDC) regarding the prevention of HIV/AIDS and Hepatitis B (HBV) transmission. Nursing students must use universal precautions when providing care to ALL patients.

Nursing students must provide documentation of HBV immunizations status upon admission to the nursing program. Students who believe themselves to be at risk for transmission of HIV/AIDS have an ethical responsibility to know their HIV status. Students who know they are infected with HIV/AIDS are urged to voluntarily inform the USCS Americans with Disabilities coordinator, who will, in collaboration with the faculty, determine if modifications in clinical courses can be accommodated reasonably.

These guidelines are subject to change based on revisions by the State Board of Nursing for South Carolina and the CDC.

In May 1993, the State Board of Nursing issued the following statement:

> "All nursing personnel are professionally and ethically obligated to provide client/patient care with compassion and respect for human dignity. No nursing personnel may ethically refuse to treat a patient solely because the patient is at risk of contracting, or has an infectious disease such as HIV, AIDS or HBV. Students must understand and follow the rules of confidentiality."

Prospective and current students who have questions about these guidelines should contact the Mary Black School of Nursing.

Diversity Policy Statement for Selecting Applicants in the USCS Mary Black School of Nursing

The University of South Carolina-Spartanburg is an affirmative action/equal opportunity institution committed to providing educational opportunity for the culturally diverse population of the Upstate. As a part of our obligation to ensure that underrepresented groups are participants in the nursing profession, the Mary Black School of Nursing will make reasonable efforts to ensure that a diverse pool of qualified applicants is admitted each year.

The Mary Black School of Nursing's admission, progression and graduation committees of both the associate and baccalaureate programs will make reasonable efforts to help USCS achieve the overall 20/20 vision goals (refer to campus diversity action plan for details) by the year 2000 (which guides diversity campuswide for admission and employment). The most qualified applicants will be selected based upon stated admission criteria and the above "Diversity Policy Statement" of the USCS School of Nursing.

Licensure – Registered Nurse

Upon successful completion of the associate or baccalaureate nursing program, graduates will be eligible to apply to take the National Council Licensure Examination (NCLEX-RN) for licensure as a registered nurse.

Each licensure applicant shall furnish to the Board of Nursing for South Carolina (BNSC) satisfactory evidence of the following:

- Attainment of eighteenth birthday.
- Completion of at least four years of work in a high school accredited by the state board of education in the state in which the school is located, or completion of the equivalent of such work.
- Completion of a course of study in an approved nursing education program.
- Satisfaction of other preliminary qualification requirements as the BNSC may prescribe.

Any person seeking licensure who has been convicted of a crime, excluding minor traffic violations, must submit application to the BNSC 90 days prior to the completion of the nursing program. The BNSC may deny licensure based on conduct or other misconduct.

In addition, see HIV/HBV statement under Special Requirements in this section

Applicants for licensure who , while enrolled in the nursing program, have had non-academic counseling or had disciplinary action taken against them because of problems with alcohol, drugs, mental or physical impairment, must report the counseling or disciplinary action to the Board of Nursing for South Carolina.

Associate in Science in Technical Nursing

The USCS Associate in Science in Technical Nursing (ADN) program exists to (1) prepare the qualified student for the three roles basic to associate degree nursing practice: provider of care, manager of care, and member within the discipline of nursing; (2) prepare graduates who are eligible to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN); (3) and provide an educational base for further study in nursing.

The ADN curriculum contains courses in nursing, humanities, natural sciences and behavioral sciences. Students utilize knowledge acquired in nursing and non-nursing courses in providing direct care to patients of all ages in hospital and other health care settings. The ADN program is designed to be a five-semester program (see Suggested Course Sequence).

Admission

Admission to the ADN program is based on criteria established by the Associate Degree Program in Technical Nursing faculty and is approved by the University of South Carolina-Spartanburg faculty and administration.

The admission, progression and graduation committee of the ADN program receives all applications and selects students for admission.

Students are admitted to the program once a year. The application deadline is Oct. 1. Application information can be obtained in the School of Nursing office. DUE TO THE LIMITED NUMBER OF SPACES AVAILABLE

IN NURSING COURSES AND THE COMPETITIVE NATURE OF ADMISSION, NEITHER ADMISSION TO USCS NOR MEETING ADN ADMISSIONS REQUIREMENTS GUARANTEE ADMISSION TO THE ADN PROGRAM.

Students who meet the following requirements will be CONSIDERED FOR ADMISSION to the ADN program:

- Applicants must be admitted to USCS.
- Transcripts from all colleges previously attended must be on file in the USCS admissions office prior to admission to the university or consideration for admission to the ADN program.
- Students must have a minimum grade of C in each required support course (as listed in the Associate of Science in Technical Nursing Curriculum) and a GPA of 2.0 or above on these courses.
- Other qualifications being equal, preference will be given to USCS students.
- Students who have completed a minimum of 12 hours of pre-nursing support courses, including English 101 and Biology 232, will be given priority in admission. GPA on nursing and support courses will be used in determining admission. Grades in developmental courses will not be computed in the admission GPA.
- Acceptance of students who are under age 25 without previous college work will be based on a minimal SAT (verbal, 350; math, 350). These students must complete English 101 and Biology 232 to progress in the nursing sequence to SANU 101 - Fundamentals of Nursing. Students must have a minimum grade of C in each required support course.
- Acceptance of students who are 25 years or older without previous college work will be based on Nelson Denny Reading Test scores of 75 or higher. These students must complete English 101 and Biology 232 to progress in the nursing sequence to SANU 101 - Fundamentals of Nursing. Students must have a minimum grade of C in each required support course.
- Applicants must remove provisional admission status and/or academic probation.

General Information

1. Students who are not accepted must reapply for consideration for admission.
2. All committee decisions are subject to the appeals process.
3. An acceptable physical examination must be submitted to the School of Nursing prior to beginning SANU 101 and 101P.

Advanced Placement

Transfer students must provide course syllabi and catalogs from other schools/programs for evaluation of courses. Placement tests may also be required.

Licensed practical nurses (LPNs) may obtain credit for SANU 101, 101P and 103 by providing a copy of current LPN license and passing a one-semester-credit-hour transition course, SANU 107. Students who fail SANU 107 must take SANU 101, 101P and 103L. LPN's who pass SANU 107 but have limited skills experience may choose to take SANU 103L.

Readmission

Readmission to nursing courses, labs and practica is contingent upon available space and a GPA of 2.0 or above in nursing and support courses. A student can repeat no more than two required courses during the program. Students who have a 36-month or longer absence since successful completion of a nursing course must validate nursing knowledge to determine placement. Students who are out of the nursing progression sequence must:

1. See an adviser or program director for guidelines.
2. Complete the re-application process. The admission criteria will apply for readmission.

Advisement

Students seeking admission to the Associate Degree Program and students enrolled in the program will be assigned a faculty adviser to assist in planning the academic program. However, it is the responsibility of each student to be knowledgeable about and to follow degree requirements published in the USCS catalog. Students must confer with their faculty adviser before withdrawing from a course or the program.

Academic Progression Requirements

- Designated corequisite and prerequisite courses must be taken as specified in the USCS catalog. Non-nursing courses must be taken prior to, or concurrent with, the designated nursing courses.
- ADN students must:
    a. earn a minimum grade of C (satisfactory) in each nursing course, nursing lab/practicum, and required support course.
    b. repeat no more than two required nursing courses and one required support course during the program.
    c. have a 2.0 GPA to take 200-level nursing courses.

Special Requirements

- All students must either receive the Hepatitis B vaccine or sign a waiver.
- Students who are placed in the academic skills program must complete the academic skills requirements prior to completing 30 hours and beginning SANU 101.
- Nursing students who are in clinical practica must adhere to the dress code outlined in the student handbook.
- Students are responsible for their own transportation to and from the health care agencies and the USCS campus.
- Prior to attending clinical practica, students must complete mandatory annual requirements as designated by the clinical agencies.
- Students are required to have a yearly physical examination.

- Prior to the first nursing course, students must have current CPR provider status, which includes infant, child and adult. Students are required to maintain current CPR provider status and show proof of successful completion of this annual requirement.
- Students are required to take National League for Nursing assessment tests, which are administered throughout the program.
- Additional fees are required for National League for Nursing assessment tests, the application for graduation, temporary work permits for graduate nurses, application for the national Council Licensure Examination for Registered Nurses (NCLEX-RN), and the nursing pin.
- Students are encouraged to carry their own malpractice insurance, although the university has a policy that covers them while they are in the student role.

Graduation

Students who receive an Associate Degree in Technical Nursing from USCS must satisfy all curriculum requirements, make application for graduation, and have a minimum cumulative GPA of 2.0.

NOTE: To receive a degree, students must complete the last 18 semester hours of course credit at USCS or other campuses in the USC system.

Registered Nurse Licensure

Graduates of the associate degree program are eligible to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Examinations for licensure as a registered nurse are held twice a year. An applicant for licensure by examination shall comply with application procedures for the Board as well as those established for the National Council Licensure Examination. Requirements for admission to the examination include:

- A notarized application on a form provided by S.C. board of nursing.
- Two black and white photographs, 2" x 2", signed and dated.
- The application fee.
- Filing of a birth certificate verifying that you have attained the minimum age of eighteen.
- Have committed no acts which are grounds for disciplinary action set forth in 40-33 and 91-19.c of the Code of Laws of South Carolina which includes, but is not limited to, incompetence and unprofessional conduct.
- Graduation from an accredited high school, or the equivalent, as determined by the board.
- Completion of all requirements for graduation from an approved school of nursing.

Candidates for licensure who have been diagnosed or treated for either chemical dependency or psychiatric and other mental conditions are advised to consult with the Program Nurse Consultant for the State Board of Nursing for South Carolina regarding policies for licensure as a registered nurse.

Candidates for licensure who require special modifications in testing due to disabilities are advised to consult the Program Nurse for the State Board of Nursing for South Carolina regarding policies for licensure as a registered nurse.

Candidates for licensure who have been convicted of a crime are advised to begin the application process for licensure at least three months before graduation from the program.

Associate of Science in Technical Nursing Curriculum

Required Nursing Courses

SANU 101	Fundamentals of Nursing	4
SANU 101P	Fundamentals of Nursing Practicum	3
SANU 103L	Nursing Skills Laboratory	1
SANU 104	Nursing Care of Adults	3
SANU 104P	Nursing Care of Adults Practicum	3
SNUR 301	Nutrition and Diet Therapy	3
SNUR 302	Pharmacology	3
SANU 201	Nursing Care of Adults II	3
SANU 201P	Nursing Care of Adults II Practicum	1
SANU 202	Nursing Care of Adults III	3
SANU 202P	Nursing Care of Adults III Practicum	3
SANU 203	Nursing Care of the Childbearing Family	3
SANU 203P	Nursing Care of the Childbearing Family Practicum	1
SANU 204	Nursing Care of Children	3
SANU 204P	Nursing Care of Children Practicum	1
SANU 205	Mental Health Nursing	3
SANU 205P	Mental Health Nursing Practicum	1
SANU 206	Contemporary Issues in Nursing	2

Required Support Courses

SEGL 101	English Composition	3
SEGL 102	Composition and Literature	3
SSOC 101	Introduction to Sociology	3
SPSY 101	Introduction to Psychology	3
SPSY 302	Developmental Psychology	3
SBIO 232	Anatomy	4
SBIO 242	Physiology	4
SBIO 330	Microbiology	4

Total hours required 71

Associate of Science in Technical Nursing Suggested Course Sequence

First Semester

SBIO 232/232L	4
SEGL 101	3
SPSY 101	3
SOSC 101	3
Semester total	**13**

Second Semester

SANU 101	4
SANU 101P	3
SBIO 242/242L	4
SEGL 102	3
Semester total	**14**

Third Semester

SANU 103L	1
SANU 104	3
SANU 104P	3
SNUR 301	3
SNUR 302	3
SPSY 302	3
Semester total	**16**

Fourth Semester

SANU 201	3
SANU 201P	1
SANU 203	3
SANU 203P	1
SANU 204	3
SANU 204P	1
SBIO 330/330L	4
Semester total	**16**

Fifth Semester

SANU 202	3
SANU 202P	3
SANU 205	3
SANU 205P	1
SANU 206	2
Semester total	**12**

Bachelor of Science in Professional Nursing

The professional program leading to the Bachelor of Science in Nursing degree offers two tracks of study: (1) the four-year track for students who wish to begin a career in professional nursing, and (2) the registered nurse completion track for graduates of associate degree and diploma programs in nursing.

The program of study is designed to provide students the opportunity to acquire knowledge and skill needed for effective professional nursing practice in a wide variety of settings, and to provide a broad educational foundation that serves as a basis for graduate study in nursing.

Application for Admission

An application for admission to the baccalaureate nursing program must be submitted by March 1. Students desiring to enter the four-year track normally apply for admission during the spring semester of their sophomore year. Students desiring to enter the registered nurse completion track must apply by March 1 immediately preceding the summer or fall semester they wish to begin nursing courses (usually this is after completion of all non-nursing courses).

After receiving notice of acceptance to either the four-year track or the RN completion track, the applicant must submit the results of a physical examination. Satisfactory physical examination results are required prior to enrollment into the nursing program. Students will be accommodated according to the Americans with Disabilities Act guidelines for the Mary Black School of Nursing. The physical examination form may be obtained from the School of Nursing office and must be completed in its entirety.

Admission Requirements

- Applicants must be admitted as regular students to the University of South Carolina-Spartanburg.
- A minimum grade of C must have been obtained in all required science and nursing courses.
- Applicants may have repeated only one required science or nursing course only once.
- Applicants to the four-year track must have completed all freshman and sophomore requirements prior to acceptance.
- Registered nurses wishing to finish the requirements of the registered nurse completion track in one year must hold a current active license and complete all general education courses and supporting courses before acceptance into the RN completion track. (Comparable courses may be substituted with approval of the dean of the School of Nursing.)
- A personal interview may be required.

The program's admission, progression, and graduation committee reviews all applications and selects students. Admission is competitive and is based upon the applicant's cumulative academic record (GPA) and space available. When the number of applicants who meet minimum requirements exceeds the number of student spaces available, the best qualified applicants will be admitted.

Students with a cumulative GPA of less than 2.5, but meeting all other admission requirements, may be considered for possible admission to the program under BSN probationary status (see program continuation standards below for an explanation of BSN probation policy).

Readmission Policy

Students who interrupt the sequence of nursing courses and who wish to reenter the program are required to reapply to the Bachelor of Science in Nursing program by completing a new Bachelor of Science in Nursing application form. If readmitted, a student must submit a new School of Nursing physical examination form. Students who apply for readmission must meet all admission criteria for the Bachelor of Science in Nursing program. Among those who must reapply are students who (1) voluntarily withdraw from the baccalaureate nursing program or from the university, (2) fail to meet nursing probation requirements, or (3) earn less than a C in nursing courses. Readmission may be denied based on limitations on enrollment for the courses needed.

Transfer of Credits

Students wishing to transfer to the baccalaureate nursing program from other institutions will have their transcripts evaluated to determine whether or not their courses are comparable to USCS courses and applicable to the nursing program of study.

Credit by Examination

Some general education and supporting courses may be exempted by having successfully passed Advanced Placement (AP) tests in high school, College Level Examination Program (CLEP) tests, or challenge examinations prepared at USCS (see the Credit by Examination section of this catalog). Registered nurse completion students must complete all credit by examination prior to the completion of SBSN 350.

College Level Examination Program (CLEP)

- Following general university policy, CLEP examinations may be taken to obtain up to 30 hours of credit.
- Junior and senior level nursing courses cannot be validated by CLEP.
- CLEP examinations are not acceptable for physiology, anatomy, chemistry, or microbiology.
- Further information on CLEP credit may be obtained from the Counseling and Career Development Center.

Institutional Credit by Examination

- Students may obtain credit for physiology, anatomy, microbiology, chemistry, and other courses by examination.
- Students admitted to the registered nurse completion track may obtain credit for SBSN 310 and 310L by successfully completing the validation examinations.

- Licensed practical nurses may obtain credit for SBSN 200, 301, 302, 311 and 311L by successfully completing the required validation examinations.

Advanced Placement

Registered nurse completion track students may receive up to 36 semester credit hours in nursing based upon successful completion of an associate degree nursing program or a diploma nursing program, licensure as a registered nurse, and successful completion at USCS of SBSN 350.

Continuation Standards

Progression

- Students who fail to maintain a cumulative GPA of 2.5 will be placed on BSN probation.
- Students who fail to achieve a GPA of 2.5 on each semester's work will be placed on BSN probation.
- Students on BSN probation must achieve a GPA of 2.5 on the next 12 or more nursing hours attempted to remove the probationary status. Failure to achieve the required GPA will result in removal from the program.
- Students who fail to take nursing courses in sequence will be removed from the program.
- Students who fail to achieve a minimum grade of C in each nursing course or practicum will be removed from the program. These students must reapply, and if allowed to return to the program, will be required to repeat that course before enrolling in any subsequent clinical nursing course and/or practicum.
- Students may repeat only one nursing course. That course may be repeated only once. Students who achieve an unacceptable grade in a nursing course a second time will be removed from the program and will not be readmitted.
- Students who fail to achieve 90% accuracy on the pharmacology/drug calculation exam will not be allowed to enroll in 400-level nursing courses and will be removed from the program.
- Students who fail to complete the required nursing courses in four years from initial entry into the BSN program will be removed from the program.

Special Requirements

- Unless otherwise stated, students are required to wear the official baccalaureate uniform while in the clinical area.
- Students must provide their own transportation to and from the health agencies and the USCS campus.
- All students must attend clinical agency orientations and meet all agency annual requirements (e.g. fire, safety, hazardous materials, infection control, health forms).
- It is recommended that all students carry health insurance.

- Students are required to take National League for Nursing exams after selected nursing courses and at the completion of the program. Students pay the fees for these examinations.
- Proof of the following annual requirements must be submitted by August 15 of each year:
    (1) A physical examination.
    (2) Acquisition and maintenance of Basic Cardiac Life Support Certification, American Heart Association, Provider Course C for health care professionals; or the equivalent American Red Cross Course for health care professionals which includes Basic Cardiac Life Support for infants, children and adults.
- It is required that all students either receive the Hepatitis B vaccine or sign a waiver.
- Students must adhere to all guidelines adopted by the Board of Nursing for South Carolina regarding prevention of HIV/HBV (AIDS/Hepatitis B) transmission.

Nursing Honor Society

The Mu Rho Chapter of Sigma Theta Tau, the International Honor Society for Nursing, was chartered in March 1992. Membership is open to BSN students in the top 35 percent of the senior class with a minimum GPA of 3.0. This academic honor society strives to promote excellence and the advancement of nursing knowledge, research and leadership.

Bachelor of Science in Professional Nursing Curriculum

General Education Requirements

I. Communication

English 101 and 102; or 146[1]	6
Speech 201	3

II. Mathematics

Mathematics 120 (or higher)	3
Mathematics 201 or Psychology 225 or Sociology 220	3

III. Arts and Humanities

Fine arts	3
History 101, 102, 111 or 112	3
One course selected from the following (but not more than 3 hours in a single discipline in the fine arts):	3

American literature; art; English literature, linguistics, or literary theory; history; literature in a foreign language; music; philosophy; religion; theatre; world literature.

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[1] *Six hours of credit are awarded with a minimum grade of C in English 146.*

IV. Social and Behavioral Sciences

Government and International Studies 201	3
Psychology 101	3
Sociology 101	3

V. Natural Science[1]

Chemistry 101	4
Chemistry 102	4

VI. Foreign Culture	**3-4**

Anthropology 102; art; English 276, 290, 322, 423, 319; Geography 121, 212, 340; Government and International Studies 310, 447, 491; History 112, 317, 318, 321, 341, 344, 351, 352, 357, 358, 365; or any foreign language course except 103.

VII. Computer Studies	3

This requirement may be fulfilled in one of the following three ways: Computer Science 130 and 131 or 137, a computer science numbered 140 or above, or Engineering 101 and 102.

VIII. Senior Seminar

SBSN 490: Nursing Research	3

Professional Nursing[1]

SBSN 200: Introduction to Nursing or SBSN 350: Concepts of Professional Nursing[2]	3
SNUR 301: Nutrition	3
SNUR 302: Pharmacology	3
SBSN 310: Health Assessment	2
SBSN 310L: Health Assessment Practicum	1
SBSN 311: Basic Nursing Practice	4
SBSN 311L: Basic Nursing Practicum	4
SBSN 331: Nursing of Adults	4
SBSN 331L: Nursing of Adults Practicum	4
SBSN 341: Nursing of Childbearing and Childrearing Families	4
SBSN 341L: Nursing of Childbearing & Childbearing Families Practicum	4
SBSN 431: Complex Nursing Practice	3
SBSN 431L: Complex Nursing Practicum	4
SBSN 441: Psychiatric Community Mental Health Nursing	3
SBSN 441L: Psychiatric Community Mental Health Nursing Practicum	3
SBSN 451: Leadership in Nursing Practice	2
SBSN 451L: Leadership in Nursing Practicum	2
SBSN 461: Family and Community Health Nursing	3

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[1] *Science and nursing courses require a C or better*

[2] *Four-year track students take SBSN 200; RN completion track students take SBSN 350.*

SBSN 461L: Family and Community Health Nursing Practicum	4
SBSN 470: Topics in Nursing or SBSN 498: Independent Study [1]	3

Supporting Courses

Psychology 302	3
Biology 232, 242, 330, 370[2]	15

Electives[3]	3
Total hours required	**134**

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[1] *The student who enrolls in SBSN 470 may take an additional one to three credit hours in SBSN 498.*

[2] *Science and nursing courses require a C or better*

[3] *Electives are courses other than those specifically required in the professional nursing curriculum. General studies courses, university courses, and 100-level or below courses are not acceptable electives.*

Bachelor of Science in Nursing Suggested Course Sequence Outline

Freshman Year

Fall

English 101	3
Psychology 101	3
Biology 232	4
Chemistry 101	4
Mathematics 120	3
Semester total	**17**

Spring

English 102	3
Sociology 101	3
Biology 242	4
Chemistry 102	4
Computer Science 130	2
Computer Science 131 or 137	1
Semester total	**17**

Sophomore Year

Fall

Biology 330	4
Foreign Culture	3
History	3
Speech 201	3
Psychology 302	3
Semester total	**16**

Spring

Biology 370	3
Government 201	3
Fine Arts	3
Arts & Humanities	3
Psychology 225 or Sociology 220 or Mathematics 201	3
SBSN 200	3
Semester total	**18**

Junior Year

Fall

SNUR 301	3
SNUR 302	3
SBSN 310	2
SBSN 310L	1
SBSN 311	4
SBSN 311L	4
Semester total	**17**

Spring

SBSN 331	4
SBSN 331L	4
SBSN 341	4
SBSN 341L	4
Semester total	**16**

Senior Year

Students select from one of four options

Option 1

Fall

SBSN 431	3
SBSN 431L	4
SBSN 441	3
SBSN 441L	3
SBSN 490	3
Semester total	**16**

Spring

SBSN 451	2
SBSN 451L	2
SBSN 461	3
SBSN 461L	4
Elective	3
SBSN 470 or 498[1]	3
Semester total	**17**

Option 2

Fall

SBSN 461	3
SBSN 461L	4
SBSN 451	2
SBSN 451L	2
Elective	3
SBSN 470 or 498[1]	3
Semester total	**17**

[1] *The student who enrolls in SBSN 470 may take an additional one to three credit hours in SBSN 498.*

Spring

SBSN 431	3
SBSN 431L	4
SBSN 441	3
SBSN 441L	3
SBSN 490	3
Semester total	**16**

Option 3

Fall

SBSN 431	3
SBSN 431L	4
SBSN 451	2
SBSN 451L	2
Elective	3
SBSN 470 or 498[1]	3
Semester total	**17**

Spring

SBSN 441	3
SBSN 441L	3
SBSN 461	3
SBSN 461L	4
SBSN 490	3
Semester total	**16**

Option 4

Fall

SBSN 441	3
SBSN 441L	3
SBSN 461	3
SBSN 461L	4
SBSN 490	3
Semester total	**16**

Spring

SBSN 431	3
SBSN 431L	4
SBSN 451	2
SBSN 451L	2
Elective	3
SBSN 470 or 498[1]	3
Semester total	**17**

Total hours required 134

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[1] *The student who enrolls in SBSN 470 may take an additional one to three credit hours in SBSN 498.*

Curriculum Option for Registered Nurses

The registered nurse completion track is designed for graduates of associate degree and diploma programs in nursing. It is comprised of courses in nursing, sciences, and liberal arts. Registered nurses, who have completed successfully the general education and supporting courses and who have met the admission requirements, may complete the program in one calendar year of study as outlined in the course sequence. Part-time study will require a longer period of time.

All policies related to the Bachelor of Science in Nursing four-year track program apply to the registered nurse completion track unless specifically identified as four-year track policies.

Admission Requirements

See Admission Requirements in this section.

Advanced Placement

See Advanced Placement in this section.

Continuation Standards

See Continuation Standards in this section.

RN One-Year Option Course Sequence Outline

Summer I

SBSN 310	2
SBSN 310L	1
SBSN 350	3
Semester total	**6**

Senior Year

All of the following courses are offered both Fall and Spring semesters. Students may enroll in the courses in any sequence provided prerequisite and corequisite requirements are met.

SBSN 431	3
SBSN 431L	4
SBSN 451	2
SBSN 451L	2
SBSN 461	3
SBSN 461L	4
SBSN 490	3
SBSN 470 or 498[1]	3
Senior year total	**24**

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[1] *The student who enrolls in SBSN 470 may take an additional one to three credit hours in SBSN 498.*

Course Descriptions

Descriptions

Descriptions of all courses offered for undergraduate credit are arranged alphabetically by academic discipline on the following pages. Not all courses are available every term. A schedule of classes is printed before the registration period for each term as an announcement of course offerings. Students are advised to consult these schedules prior to registration. The university reserves the right to withdraw any course on the grounds of insufficient enrollment.

Course Numbering

USCS courses numbered from 001 to 599 may be taken for undergraduate credit. The following distinctions are made among course numbers:

001-100 Developmental courses. Credit earned cannot be applied to degree programs.
101-299 Lower division courses primarily for students with freshman and sophomore standing.
300-499 Upper division courses primarily for students with junior and senior standing.
400-599 Upper division courses primarily for students with senior standing.

With consent of the adviser, a student may take courses numbered above or below the level normally taken by their academic classification (freshman, sophomore, junior, or senior).

Course Credit

The credit value of each course is usually determined by the number of class meetings per week for one semester. Two or three laboratory hours (one period) are equivalent to one class meeting. The semester hour credit for each course is included in each course description.

Anthropology (SANT)

102. Understanding Other Cultures (3) Introduction to the concepts, methods, and data of socio-cultural anthropology and anthropological linguistics.

Art

Art Education (SAED)

329. Art for Elementary and Middle Schools (2) The teaching of art with major emphasis on integration within content areas. Two lecture hours and one laboratory hour per week.

Art History (SATH)

101. Introduction to Art (3) Formal, historical, and iconographic analysis of architectural monuments, paintings and sculpture; aspects of various theories of art and architecture.

105. History of Western Art: Prehistory-Middle Ages (3) Survey of the visual arts from the Paleolithic times to the Medieval period, with emphasis on the major civilizations of Egypt, the Ancient Near East, Rome, Byzantium, and Medieval Europe.

106. History of Western Art: Renaissance-Present (3) Survey of the visual arts in Western civilizations from the Renaissance to the present.

200. History of Interiors (3) Special attention to period styles.

205, 206. History of American Art (3,3) Colonial times to 1860 and 1860 to the present.

207. History of Twentieth Century Art (3) Survey of western architecture, painting, and sculpture.

210. African Art (3) The art of African peoples or peoples of African descent.

307. Interpreting Art (3) A systematic approach to analytical viewing, discussing, and writing about art in order to derive pleasure, meaning, and value. Popular, utilitarian and historical works of art will be critiqued. Prerequisite: English 102 or consent of instructor.

398. Selected Topics in Art History (3) Intensive study of selected topics in art history.

399. Independent Study (3) Design and development of research projects of a complex and extensive nature.

Art Studio (SART)

103. Fundamentals of Art I (3) Introduction to visual thinking and principles of two-dimensional design, including line, form, space, texture, color, and basic technical skills.

104. Fundamentals of Art II (3) Introduction to visual thinking and principles of three-dimensional design, including form, volume, and space.

107. Color and Composition (3) Color, color theory, and compositional systems.

111, 112. Drawing I & II (3,3) Materials and techniques of drawing. Prerequisite for 111: Art Studio 103 or consent of instructor. Prerequisite for 112: Art Studio 111 or consent of instructor.

201. Advertising Design (3) Design as applied to advertising art. Prerequisite: Art Studio 103 or consent of instructor.

202. Ceramics (3) Process of forming, decorating, glazing, and firing. Prerequisite: Art Studio 104 or consent of instructor.

205. Computer Art I (3) A technical approach to creating raster images using computer graphics. Projects emphasize illustration and two-dimensional design.

207. Printmaking (3) Processes and techniques of printmaking. Prerequisite: Art Studio 103 or consent of instructor.

208. Introduction to Sculpture (3) Materials and techniques of sculpture. Prerequisite: Art Studio 104 or consent of instructor.

211. Introduction to Painting (3) An introduction to the materials and techniques of painting, emphasizing a professional approach to content and expression. Prerequisite: Art Studio 103 or consent of instructor.

228. Business for the Visual Artist (3) Aspects of business relevant to the visual artist, emphasizing basic accounting and taxes; marketing and promotion; copyrights; sales by artist, gallery, or agent; and contracts. Feedback is received through class discussions and exercises, written examinations, and a final team project. Prerequisites: Art Studio 103 and 111.

229. Introduction to Crafts (3) Traditional craft media: techniques, design, and contemporary concepts.

231. Introduction to Life Drawing (3) Emphasis on visual perception and basic drawing skills. Drawing from the live model in a variety of media. Prerequisite: Art Studio 112 or consent of instructor.

241. Interior Design (3) Emphasis on architectural drafting.

249. Introduction to Fiber Arts (3) Concepts and techniques in weaving, spinning, felting, warping, and latch hooking. Prerequisite: Art Studio 104 or consent of instructor.

261. Photography (3) Techniques and procedures of photography, including processing.

291. Video Art: Theory and Practice (3) Television as an artistic and communications medium.

301, 302. Intermediate Advertising Design I & II (3,3) Color, design, typography, advertising principles and purposes, layout, lettering and type; the processes of reproduction and printing; and preparation of roughs and comprehensives. Prerequisite for Art Studio 301: Art Studio 201 or consent of instructor. Prerequisite for Art Studio 302: Art Studio 301.

303. Illustration (3) Contemporary ideas and methods in editorial, industrial, interior, and advertising design. Prerequisite: Art Studio 201.

305. Computer Graphics II (3) Utilization of advanced scanning and animation software for the creation of raster images. Projects emphasize graphic design and illustration. Prerequisite: Art Studio 205.

311, 312. Painting II & III (3,3) Individual problems in representational and non-representational painting with emphasis upon the development of an individual point of view. Prerequisite for 311: Art Studio 211 or consent of instructor. Prerequisite for 312: Art Studio 311.

321, 322. Intermediate Ceramics I & II (3,3) Ceramic processes and techniques, technical investigation in clay bodies and glazes, emphasis on the wheel throwing technique. Prerequisite for 321: Art Studio 202 or consent of instructor. Prerequisite for 322: Art Studio 321.

331, 332. Advanced Drawing I & II (3,3) Methods and materials of graphic representation and expression with emphasis on individual creative expression. Prerequisite for 331: Art Studio 112. Prerequisite for 332: Art Studio 331.

339. Introduction to Metalsmithing (3) Design and construction of objects in various metals and materials. Prerequisite: Art Studio 104 or consent of instructor.

349. Intermediate Fiber Arts (3) Concepts and techniques in surface design, batik, dyeing, caning, and screen printing. Prerequisite: Art Studio 249 or consent of instructor.

361. Photography I (3) Technical, historical, and aesthetic aspects of photography. Projects allow the development of personal imagery and technique. Prerequisite: Art Studio 261.

362. Photography II (3) An historic and critical approach to photography. Several major projects utilize traditional or alternative techniques. Prerequisites: Art Studio 361.

371, 372. Intermediate Printmaking I & II (3,3) Intaglio, lithography, block printing, and the execution of original works in these media. Prerequisite for 371: Art Studio 271. Prerequisite for 372: Art Studio 371.

381, 382. Intermediate Sculpture I & II (3,3) Exploration and application of three-dimensional principles in different sculptural media. Prerequisite for 381: Art Studio 208 or consent of instructor. Prerequisite for 382: Art Studio 381

399. Independent Study (3-9) Opportunities to design and develop projects of a complex and extensive nature in keeping with the student's major creative interests. Prerequisite: consent of instructor and division chair.

411, 412. Painting IV & V (3,3) The development of professional painting skills through individual creative expression. Prerequisite for 411: Art Studio 312. Prerequisite for 412: Art Studio 411

421, 422. Advanced Ceramics I & II (3,3) Ceramic works of art. Prerequisite for 421: Art Studio 322. Prerequisite for 422: Art Studio 421.

471, 472. Advanced Printmaking I & II (3,3) Process and materials for making fine prints. Prerequisite for 471: Art Studio 372. Prerequisite for 472: Art Studio 471.

481, 482. Advanced Sculpture I & II (3,3) Advanced processes and materials of sculpture. Prerequisite for 481: Art Studio 382. Prerequisite for 482: Art Studio 481.

507. Problems in Art: Studio (3) Exploration of problems unique to certain media or processes. Prerequisite: consent of instructor or division chair.

Astronomy (SAST)

111. Descriptive Astronomy (3) The universe: physical processes and methods of study. (Astronomy 111 Laboratory is available for additional credit).

111L. Descriptive Astronomy Laboratory (1) Demonstrations, exercises, and night viewings. Three hours per week.

Biology (SBIO)

101. Biological Science I (4) Biological principles underlying cell chemistry, cell biology, classification, plant diversity, plant anatomy, and physiology. Designed for science majors. Three class and three laboratory hours per week.

102. Biological Science II (4) Biological principles underlying cell origins, genetics, diversity of monera, protista, and animals; mammalian anatomy and physiology. Prerequisite: Biology 101. Designed for science majors. Three class and three laboratory hours per week.

110. General Biology (4) Current principles of cell biology, biochemistry, genetics, reproduction, development, and plant and animal diversity, as well as societal concerns. Not for major credit. Three class and three laboratory hours per week.

232. Human Anatomy (4) Gross and microscopic structure of the systems of the human body including essential technical terminology. Three class and three laboratory hours per week.

240. Human Physiology and Society (3) Fundamentals of functional human biology; development of a relevant knowledge of medical problems and concerns in contemporary society such as obesity, malnutrition, cancer, emphysema, organ transplants, and cardiovascular disease. Not for major credit.

242. Human Physiology (4) Functions of systems of the body emphasizing homeostasis, biochemistry and control mechanisms. Three class and three laboratory hours per week. Prerequisite: Biology 232 or consent of instructor.

270. Environmental Science (3) The interrelationship of humans and their environment emphasizing the impact of pollution on human health. Not for major credit. (Biology 270 Laboratory is available for additional credit.)

270L. Environmental Science Laboratory (1) Laboratory procedures used to monitor air and water quality. Prerequisite or corequisite: Biology 270.

310. Invertebrate Zoology (4) Phylogenetic and comparative aspects of anatomy, physiology, ecology, reproduction and embryology of the invertebrates. Three class and three laboratory hours per week. Prerequisites: Biology 101 and 102 or consent of instructor.

315. Comparative Vertebrate Anatomy (4) Phylogenetic and comparative aspects of structure, development, and evolution. Three class and three laboratory hours per week. Prerequisites: Biology 101 and 102 or consent of instructor.

320. General Botany (4) Phylogenetic survey of the morphology, anatomy, and taxonomy of the major plant divisions. Three lecture and three laboratory hours per week. Prerequisites: Biology 101 and 102 or consent of instructor.

330. Microbiology (4) Introduction to bacteria and viruses, emphasizing morphology, pathogenic microbes, antigen-antibody relationships, and antimicrobial agents in chemotherapy. Three class and three laboratory hours per week. Prerequisites: eight hours of biological science or consent of instructor.

340. Cell Biology (4) Morphology, ultrastructure and biochemistry of living cells; processes of bioenergetics, metabolism, reproduction, and differentiation. Three class and three laboratory hours per week. Prerequisites: eight hours of biological science and eight hours of chemistry.

350. Genetics (4) Basic principles of transmission, molecular, and population genetics. Three class and three laboratory hours per week. Prerequisites: Biology 101 and 102 or consent of instructor.

370. Pathophysiology (3) Disruptions of normal physiology, processes that bring about disruptions, and manifestations of disruptions. Prerequisites: Biology 232, 242 and 330 or consent of instructor.

380. Plant Geography (4) The distribution of plant species and the ecological, biological and geographic phenomena controlling such patterning. Labs consist of a series of weekend field trips. Prerequisites: Biology 101 and 102 or consent of instructor.

395. Internship in Biological Science (1-3) Supervised work experience in biological science. A minimum of three hours work per week is required for each credit hour. A contractual agreement signed by the supervisor, the student, the instructor, and the division chair is required. Prerequisite: junior or senior standing. Pass/fail credit.

398. Topics in Biology (1-3) Intensive study in selected areas. Individual topics are announced. Prerequisite: consent of instructor.

399. Independent Study (3) Directed research project. Prerequisite: consent of instructor. Not for major credit.

507. Developmental Biology (4) Morphogenetic patterns of embryonic development along with their molecular and cellular bases; and mechanisms of differentiation. Three class and three laboratory hours per week. Prerequisites: Biology 101 and 102 or consent of instructor.

525. Plant Taxonomy (4) The major classes of flowering plants found in South Carolina. Emphasis is placed on economic and horticultural uses. Three class and three laboratory hours per week. Prerequisites: Biology 101 and 102 or consent of instructor.

530. Histology (4) The microscopic anatomy of human cells, tissues and organs. Three class and three laboratory hours per week. Prerequisites: two semesters of biological science and two semesters of chemistry.

531. Parasitology (4) Parasites of animals, with emphasis on the immunological, clinical, and epidemiological aspects of human parasitism. Three class and three laboratory hours per week. Prerequisites: two semesters of biological science and two semesters of chemistry.

534. Animal Behavior (4) Identification and classification of behavior patterns exhibited by various species of animals; the development of behavior; proximate and ultimate causes of behavior. Three hours class and three hours laboratory per week. Prerequisites: six credits in basic psychology, or Psychology 101 and Biology 102.

541, 542. Biochemistry (3,3) (=Chemistry 581, 582) Chemistry and functions of major biological compounds, including primary metabolic pathways and control mechanisms for biosynthesis and degradation. Prerequisite: Chemistry 332 or consent of instructor.

543L. Biochemistry Laboratory (1) (= Chemistry 583L) A survey of laboratory methods in biochemistry. Three laboratory hours per week. Prerequisite or corequisite: Chemistry 581 or 582.

570. Principles of Ecology (4) Interactions of organisms and the environment; ecosystems structure and functions. Three class and three laboratory hours per week. Prerequisite: Biology 102.

599. Senior Seminar (3) Integration of biological knowledge at an advanced level and exploration of ethical issues. Prerequisites: 20 hours of biology, including 12 hours at the 200 level or above.

Business Administration (SBAD)

225. Financial Accounting (3) Principles of external financial reporting for business entities, including income measurement and determination of financial position. Prerequisite: Mathematics 121 or equivalent.

226. Managerial Accounting (3) Attention-directing and problem solving functions of accounting in relation to planning and control, evaluation of performance, and special decisions. Prerequisite: Business Administration 225.

290. Business Systems (3) Management of information needs of a business organization with emphasis on computer applications, management information systems, and advanced concepts. Systems design methodologies, nonprocedural languages, application development products, statistical packages, and data base management systems are included. Prerequisites: Computer Science 130, 131, and 137.

Note: Students majoring in business administration and economics taking 300-level or above courses in the discipline must be formally admitted to the professional program and meet all course prerequisites.

It is the student's responsibility to meet these standards. Should a student fail to meet these standards, he or she will be administratively dropped from upper division business administration and economics courses—a process that may occur several weeks into the semester with a consequent loss of tuition to the student.

Students pursuing fields of study outside of business administration and economics may earn a maximum of 30 semester hours in business administration and economics courses providing they meet the course prerequisites and have attained junior standing (60 semester hours earned) before enrolling in upper division courses (300 level and above).

331. Intermediate Accounting I (3) Financial accounting theory and practice as they relate to generally accepted accounting principles. Included are external financial reports with emphasis on the balance sheet and the income statement. Prerequisite: Business Administration 226.

332. Intermediate Accounting II (3) Liability section of the balance sheet relative to generally accepted accounting principles. Included are preparation and analysis of the statement of cash flow, issues of income determination, interperiod tax allocation, and special issues such as pensions and leases. Prerequisite: Business Administration 331 with a minimum grade of C.

333. Cost Accounting I (3) Cost accounting for production management. Cost systems for internal control, standard cost, inventory planning and control, capital budgeting; relationship between cost accounting and other quantitative areas; and other current cost topics are included. Prerequisites: Business Administration 226, Economics 222, and 292 or equivalent.

335. Individual Tax Planning (3) Federal income tax law as it relates to planning individual transactions to minimize income taxes. Includes preparation of individual tax returns. Prerequisite: Business Administration 226.

336. Fund Accounting (3) Principles and procedures of accounting for the various funds of governmental and institutional organizations and budgetary accounting for planning and controlling revenues and expenditures. Prerequisite: Business Administration 225.

347. Legal Environment of Business (3) Legal system; crimes and torts; consumer law, anti-trust, labor and employment law; environment and insurance; contracts and agency; business ethics; and international matters. Prerequisite: Government and International Studies 201.

348. Issues in Commercial Law (3) Corporations, bankruptcy, and the Uniform Commercial Code. Prerequisite: Business Administration 347.

350. Principles of Marketing (3) Marketing functions, trade channels, price policies, expenses and profits of middlemen, and public policy with respect to marketing practices.

351. Consumer Behavior (3) Consumer decision process examined in a marketing context. Selected concepts from psychology, sociology, anthropology, and other behavioral disciplines are analyzed to develop the student's ability to understand and predict reactions of consumers to marketing decisions. Prerequisite: Business Administration 350.

352. Marketing Communications (3) Promotion mix of advertising, personal selling, publicity, and sales promotion used to communicate with consumers, middlemen, and industrial markets. Included are the psychological, sociological, and cultural factors influencing promotion. Prerequisite: Business Administration 350.

353. Marketing Channels (3) Integration of business objectives with specific institutional characteristics to demonstrate marketing channel management as fundamental to success of the business enterprise. Research and the use of models in selected areas of channel management are emphasized. Prerequisite: Business Administration 350.

363. Business Finance (3) Procurement and management of wealth by privately owned profit-seeking enterprises. Prerequisites: Business Administration 225 and Economics 291.

364. Financial Institutions and Markets (3) Financial institutions and money and capital markets with consideration of their roles in the intermediation process. Emphasis is on the goals of these institutions and how they accomplish these goals within regulatory and tax constraints in highly competitive markets. Prerequisite: junior standing.

365. Principles of Investments (3) The conceptual and analytical framework for formulating investment policies. An overview of the traditional securities markets for stocks, bonds, options, and non-traditional investment such as financial futures, commodities, and international markets is emphasized. Prerequisite: junior standing.

366. Principles of Real Estate (3) Principles of property utilization, the law dealing with ownership, titles, and liens; determinants of value; the real estate cycle; regulatory legislation; current problems in urban and suburban land use; city structure and planning.

369. Personal Finance (3) Life insurance, health insurance, wills, trusts, social security, stocks, bonds, real estate, mutual funds, and other uses of funds.

371. Organizational Management and Behavior (3) Survey of functions of management and forms of organizational behavior demonstrated in all types of organizations, with an emphasis on international aspects.

372. Management of Production Operations (3) Planning, managing and controlling the production and operations functions with an emphasis on the use of quantitative methods. Prerequisite: Economics 292.

374. Management of Human Resources (3) A line and staff function utilizing modern-day concepts and practices. Topics include: employment, training, employee services, compensation, industrial relations, and legal constraints.

390. Business Information Systems (3) Concepts of designing information systems: data flows, purposes, sources, storage, retrieval, processing, and reporting; data base organization. Prerequisite: Business Administration 290.

398. Topics in Business (3) Intensive study in a contemporary area of business. Topics are selected to meet current faculty and student interest. Prerequisite: Junior standing.

399. Independent Study (3-15)

432. Advanced Federal Income Tax (3) Estates and trusts, partnerships, corporations, foreign income, gift, and social security taxes. Prerequisite: Business Administration 335.

433. Accounting Control Systems (3) Skills, tools, and procedures needed to evaluate EDP controls. Program, system, and business level controls are presented to show how the accounting, ethical, and legal considerations should be integrated into the design of business accounting and auditing systems. Prerequisites: Business Administration 290 and 332.

435. Auditing Theory (3) Installation, use, and effect of internal control systems. Ethics, legal liability, the audit of electronic data processing systems, the audit application of statistical sampling, and the reporting function of the independent auditor are examined. (A laboratory is available for students planning to take the CPA examination.) Prerequisites: Business Administration 332 and 433.

435L. Auditing Theory Lab (1) Advanced auditing application including statistical analysis and computerized auditing. Two hours of lab per week. Corequisite: Business Administration 435.

437. Advanced Accounting (3) Business combinations and consolidated financial statements. Included are examinations of partnerships, fiduciary relationships, international operations, and not-for-profit matters. Prerequisite: Business Administration 332.

452. International Marketing (3) Social, cultural, legal, political, and economic factors affecting the marketing of products and services in world markets. Prerequisite: Business Administration 350.

456. Business Marketing (3) Characteristics of the business-to- business market as distinguished from the consumer goods market. Methods used by business marketers in the management of pricing, distribution, promotion, and product development as it serves governments, institutions, and business firms are included. Prerequisite: Business Administration 350.

457. Marketing Research (3) Research methods and procedures used in the marketing process. Particular emphasis is given to the sources of market data, sampling, preparation of questionnaires, collection and interpretation of data and the relation of market research to the policies and functions of the business enterprise. Emphasis is placed upon differences in life-style, beliefs, and attitudes, and their influences upon the marketing decisions of the firm. Prerequisites: Business Administration 350 and Economics 292 or equivalent.

458. Marketing Management (3) Aggregate marketing system from the point of view of the decision maker. Included are policy areas of organization, research, product, promotion, pricing, channels, forecasting, distribution cost analysis, control, and management of the sales force. Prerequisite: Senior standing and Business Administration 350 or consent of the instructor.

459. Personal Selling and Sales Management (3) Principles of salesmanship and management of the sales function. Included are recruiting, selecting, training, compensating, supervising, evaluating, and motivating sales personnel and managers. Prerequisite: Business Administration 350.

467. Real Estate Finance (3) Instruments utilized in the financing of real property, including mortgages, junior liens, land contracts, long-term leasing and sale, and lease-back arrangements. Included are sources of funds for real estate financing as well as programs of agencies of the U.S. government.

468. Real Estate Appraisal and Investment Management (3) Relationship between valuations and market prices; local real estate taxes as a charge against income-producing property; value from an income point of view; valuation of leaseholds; problems in eminent domain; principles of investment as they apply to real estate and the management of real estate portfolios.

471. Entrepreneurship (3) Assessment of new venture development or acquisition, preparation of business plans, identification of financing, and management of a new business. Prerequisites: Business Administration 226 and senior standing.

473. The Ethical Aspects of Corporate Policy (3) The role of business ethics in the formulation and implementation of corporate policy. Prerequisite: senior standing.

474. Advanced Management Decision Methods (3) Advanced quantitative methods of assistance to managers in the decision making process, with applications in the production and operations areas. Topics include forecasting, aggregate planning and scheduling, inventory control systems, and Just In Time (JIT) systems. Prerequisite: Business Administration 372.

475. Advanced Production Management (3) Theory and applications of contemporary methods of managing production, process, and service operations. Topics include capacity planning and control, statistical quality control, and other strategic planning techniques. Prerequisite: Business Administration 372.

476. Statistical Process Control (3) Basic statistical process control and process capability improvement procedures in the framework of the Deming management philosophy. Prerequisite: Economics 292 or equivalent.

477. Advanced Organizational Behavior (3) Exploration of advanced concepts in the study of organizational processes and structure. Prerequisite: Business Administration 371.

478. Business Policy (3) Multifunctional approach to the study of organizational problems and opportunities. Knowledge gained in previous courses is applied to the functions of an organization through use of strategies, objectives, policies, technology, environment, systems, ethics, and decision making. Requirements include individual research accompanied by written and oral presentations. Prerequisites: Senior standing and all Business Administration and Economics core courses except Business Administration 479.

479. Senior Seminar (1) Integration of business knowledge, exploration of ethical and other contemporary issues, and interaction with business practitioners. Prerequisite: senior standing.

482. Advanced Office Systems (3) Perspectives on the potential of business systems to support modern office functions. Emphasis is given to the design of information processing considerations in the automated office and to the integrated functioning of data processing and text processing. Advanced office systems and equipment are described. Prerequisites: Business Administration 371 and 390.

490. Management Information Systems (3) Analysis, design, and implementation of a management information system in a user's environment. Required are a total feasibility study including the information flows, economics, risk assessments, and the behavioral and legal implications of the system. Prerequisite: Business Administration 390.

491. Decision Support Systems (3) Development and use of computer models to support business decision making. Presents a methodology, emphasizing a simulation language such as General Purpose Systems Simulation, or a user-designed heuristic system, to integrate statistical methods, probability theory, random number generation, and logic chains for generating and evaluating decision alternatives. Prerequisites: Business Administration 390 and Economics 292.

495. Information Resource Management (3) Seminar in information systems management with emphasis on planning, ethical and security issues, organizing and controlling user services, and managing the systems development process. Individual research is accompanied by written and oral presentations. Prerequisite: Business Administration 390.

499. Business Internship (3-6) Supervised work experience in the business environment resulting in a meaningful product for the employing firm and a scholarly project for the student. A minimum of nine hours per week of scheduled work, periodic class meetings, and individual consultation with the instructor are required. A contractual agreement signed by the employer, the student, the instructor, and the dean is mandatory. Pass/fail credit.

561. International Business Finance (3) Financial management of a multinational business enterprise. Topics include subsidiary working capital management, financial analysis of overseas ventures, sources of international capital, funds remittance policies, trade finance, exchange risk management policies, and techniques of financial control. Prerequisite: Business Administration 363.

Chemistry (SCHM)

Note: Occupational Safety and Health Administration (OSHA) regulations require that no contact lens be worn in chemistry laboratories and that everyone who enters wear safety goggles.

101. Fundamental Chemistry I (4) Survey of inorganic and solution chemistry. Non-science majors only. Three class, one recitation, and two laboratory hours per week.

102. Fundamental Chemistry II (4) Survey of organic and biochemistry. Non-science majors only. Three class, one recitation, and two laboratory hours per week. Prerequisite: Chemistry 101 or 111.

105, 106. Chemistry and Society I and II (3,3) Survey of chemistry and its impact on technology, the environment, modern life, and thought. Need not be taken in sequence. Non-science majors only. (Chemistry 107 laboratory is available for additional credit.)

107L. Chemistry and Society Laboratory (1) Three laboratory hours per week. Prerequisite or corequisite: Chemistry 105 or 106. (Credit may be earned only once.)

111. General Chemistry (4) Chemical principles with emphasis on stoichiometry, atomic structure, bonding, and molecular structure. Three class, one recitation, and two laboratory hours per week. Prerequisite or corequisite: Mathematics 120 or higher.

112. General Chemistry and Qualitative Analysis (4) Chemical equilibrium, acids and bases, oxidation-reduction, and inorganic qualitative analysis. Three class, one recitation, and three laboratory hours per week. Prerequisites: Chemistry 111 and Mathematics 120 or higher.

321. Quantitative Analysis (3) Principles of gravimetric, volumetric, and basic instrumental methods of analysis. Three class hours per week. Prerequisite: Chemistry 112.

321L. Quantitative Analysis Laboratory (1) Practice of volumetric, gravimetric, and simple instrumental methods of analysis. Three laboratory hours per week. Corequisite: Chemistry 321.

331, 332. Organic Chemistry (3,3) Nomenclature, reactions, and syntheses of carbon compounds with emphasis on reaction mechanisms. Three class hours and one recitation hour per week. Prerequisite for 331: Chemistry 112 or consent of instructor. Prerequisite or corequisite for 332: Chemistry 331

331L, 332L. Organic Chemistry Laboratory (1,1) A survey of laboratory methods of organic chemistry. Three laboratory hours per week. Prerequisite or corequisite for 331L: Chemistry 331. Prerequisites for 332L: Chemistry 331L and Chemistry 332 or concurrent enrollment in Chemistry 332.

499. Undergraduate Research (1-3) Directed research project introducing the student to the methods of chemical research. A written report on work accomplished is required at the end of each semester. Research involves laboratory and/or library work as determined by the instructor. The student can sign up for 1-3 hours of research each semester with a maximum of 9 hours total credits for undergraduate research. (Not for major credit). Prerequisite: consent of instructor.

511. Inorganic Chemistry (3) Atomic structure, valence, coordination compounds, and a systematic study of the periodic table. Prerequisite: Chemistry 541.

512L. Inorganic Chemistry Laboratory (1) Syntheses with high pressure reactions, the use of unfamiliar solvents, high temperature and inert atmosphere, and the application of infrared, ultraviolet, nuclear magnetic resonance, and mass spectroscopy to inorganic chemistry. Three laboratory hours per week. Prerequisite: Chemistry 331L. Prerequisite or corequisite: Chemistry 511.

522. Instrumental Methods of Analysis (4) Theory, instrumentation, and applications of modern instrumental techniques. Three class and three laboratory hours per week. Prerequisites: Chemistry 321 and 541.

530. Spectrometric Identification of Organic Compounds (3) Development and application of methods of obtaining and interpreting spectrometric data in terms of structural organic chemistry. Topics include infrared, ultraviolet, visible, and nuclear magnetic resonance spectroscopy. Prerequisite: Chemistry 332 or consent of instructor.

541. Physical Chemistry I (3) Macroscopic systems including thermodynamics and chemical equilibrium. Prerequisites: Chemistry 321 and Physics 202. Coregistration in Physics 212 is an alternative to having completed Physics 202. Prerequisite or corequisite: Mathematics 244.

541L. Physical Chemistry I Laboratory (1) Applications of physical chemical techniques to thermodynamics, chemical equilibrium and chemical kinetics. Three laboratory hours per week. Prerequisite: Chemistry 321L. Corequisite: Chemistry 541.

542. Physical Chemistry II (3) Microscopic systems including quantum theory and its applications to electronic structure and spectroscopy. Prerequisite: Chemistry 541.

542L. Physical Chemistry II Laboratory (1) Applications of physical chemical techniques to quantum mechanics and spectroscopy. Three laboratory hours per week. Prerequisite: Chemistry 541L. Corequisite: Chemistry 542.

561. Industrial Chemistry (3) Processes and techniques in the inorganic, organic, and polymer chemical industries. Prerequisite: Chemistry 542 or consent of instructor.

581, 582. Biochemistry (3,3) (= Biology 541, 542) Chemistry and functions of major biological compounds, including primary metabolic pathways and control mechanisms for biosynthesis and degradation. Prerequisite: Chemistry 332 or consent of instructor.

583L. Biochemistry Laboratory (1) (= Biology 543L) A survey of laboratory methods in biochemistry. Three laboratory hours per week. Prerequisite or corequisite: Chemistry 581 or 582.

599. Senior Seminar (3) Integration and assessment of chemical knowledge at an advanced level, exploration of ethical issues, research, and oral presentation. Prerequisite: senior standing.

Communications (SCOM)

399. Internship or Independent Study in Mass Communication (1-3) Supervised professional experience or research outside of the classroom. A student may earn 1-3 hours credit. For three credit hours, a student is to work 10 hours a week; for two credit hours, six hours a week; and one credit hour, less than six hours. For internship credit, a contract must be signed with the agency and the faculty supervisor. Prerequisites: Journalism 301, GPA 2.0 overall, 2.5 in journalism; and consent of faculty supervisor.

490. Senior Seminar (3) Reading and research on selected topics in journalism, speech, and theatre designed to integrate knowledge, to explore ethical issues, and to gain experience in research and oral presentation. Prerequisite: Speech 201.

Computer Science (SCSC)

130. Introduction to Computer Technology (2) Basic computer components and peripherals, basic computer function, input/output concepts, storage concepts, data communications, distributed processing, programming language concepts. Corequisite: Computer Science 131 or 137; education majors must take Curriculum and Instruction (SEDC) 120.

131. BASIC Programming (1) An introduction to programming in the BASIC language. Prerequisite or corequisite: Computer Science 130.

137. Software Applications Packages (1) An introduction to microcomputer disk operating systems and the three most popular microcomputer applications packages: word processing, spreadsheets, and database management. Corequisite or prerequisite: Computer Science 130.

140. Introduction to Algorithmic Design I (3) Problem solving and algorithmic design in a procedural language. Rigorous techniques in the design, coding, testing, and documentation of computer algorithms are emphasized. Prerequisite: three years of college preparatory mathematics or equivalent or consent of the instructor. Prerequisite or corequisite: Mathematics 143 or 174.

210. Assembler Language Programming I (3) Computer organization: memory, central processing unit, registers, and PSW. Addressing techniques. Assembly language programming: arithmetic and logical instructions, subroutines and linkages, process interrupts. Prerequisite: Computer Science 240. Prerequisite or corequisite: Mathematics 122 or 143.

211. Assembler Language Programming II (3) Interrupts, input/output programming, macro instructions, conditional assembly. Prerequisite: Computer Science 210.

231. Advanced BASIC Programming (3) Modular programming, algorithmic design, string manipulation, array processing, sequential and random file processing in the BASIC language. Prerequisites: Computer Science 130 and 131.

232. COBOL Programming (3) Basic and advanced programming with emphasis on commercial applications. Prerequisite: Computer Science 240.

233. FORTRAN Programming (3) Basic and advanced programming in the FORTRAN language. Prerequisite: Computer Science 240 or Business Administration 190.

234. PL/I Programming (3) Basic and advanced programming with problem solving utilizing structured variables, arrays, strings, linked lists, queues, and trees. Prerequisite: Computer Science 240.

235. Pascal Programming (3) Basic and advanced programming with problem solving utilizing structured variables, arrays, strings, linked lists, queues, and trees. Prerequisite: Computer Science 240.

236. C Programming (3) Basic and advanced programming with problem solving utilizing structured variables, arrays, strings, linked lists, queues, and trees. Prerequisite: Computer Science 240.

237. Ada Programming (3) Basic and advanced programming with problem solving utilizing structured variables, arrays, strings, linked lists, queues, and trees. Prerequisite: Computer Science 240.

240. Introduction to Algorithmic Design II (3) Rigorous development of computer algorithms. Elementary data structures, algorithm analysis. Programming techniques such as string manipulation and recursion are introduced. Prerequisite: Computer Science 140. Prerequisite or corequisite: Mathematics 121 or 143.

310. Introduction to Computer Architecture (3) Computer system organization, conventional machine architecture, microprogrammed architecture and organization, and multilevel machines. Prerequisite: Computer Science 240.

320. Information Structures (3) Arrays, dense and linked lists, stacks, queues, trees, graphs, sorting, searching, and hashing methods. Prerequisite: Computer Science 240.

399. Independent Study (1-9)

401. Introduction to Systems Simulation (3) Simulation languages, techniques, and methodology as applied to research problems from science and computer systems. Design of simulation experiments for optimizations and applications. Prerequisites: Computer Science 310, 320, and Mathematics 144.

420. File Management (3) Concepts of input/output management: fields, key, records, and buffering. File organization: sequential, indexed sequential, and direct access. File sorting, searching, and merging. Prerequisite: Computer Science 320.

441. Applied Commercial Programming (3) Experience in a data processing installation. Prerequisite: approval of the instructor. Pass/fail credit.

509. Topics in Computer Science (1-3) Selected topics of special interest in computer science. May be repeated for credit. Prerequisite: consent of instructor.

511. Operating Systems (3) Basic concepts and terminology of operating systems, concepts of input/output and interrupt programming, machine structure, memory management, processor management, and device management. Prerequisites: Computer Science 310 and 320.

512. Computer Communications Subsystems (3) Distributed systems, networks, local networks, and back-end storage networks. Concentration is on systems as viewed from the communication mechanism. Prerequisite: Computer Science 310.

520. Database System Design (3) Database organization; design and use of database management systems; database models—network, hierarchical, and relational; data description languages; data independence; and data representation. Prerequisite: Computer Science 420.

530. Programming Language Structures (3) Introduction to the structure of programming languages: formal specification of syntax and semantics, structure of algorithms, list processing, string manipulation languages, data types and interfacing procedures. Prerequisites: Computer Science 210 and 320.

540. Advanced Program Design (3) Structured and top-down design, modular programming, data types, time/space trade-offs, input/output and files, flow of control, preprocessors, error handling and interrupts, and documentation. Prerequisite: Computer Science 240.

551. Introduction to Automata Theory (3) Algebraic characterizations of languages, abstract families of languages, finite state machines, automata, and sequential machines, and deterministic languages and their grammars. Prerequisites: Computer Science 320 and 530.

560. Numerical Analysis (3) (= Mathematics 560) Difference calculus, direct and interactive techniques for matrix inversion, eigenvalue problems, numerical solutions of initial value problems in ordinary differential equations, stability, error analysis, and laboratory applications. Prerequisites: Mathematics 245 and 544, and programming competency.

570. Introduction to Graphics (3) Graphics hardware, software, and applications; data structures; graphics languages; pen tracking; response time; and control programs. Prerequisite: Computer Science 320.

580. Introduction to Artificial Intelligence (3) The mind/brain problem and the nature of intelligence, artificial intelligence with respect to cognitive behavior and self-organizing systems, and heuristic programming techniques including the use of list processing and logic programming languages. Prerequisites: Computer Science 320.

599. Computer Science Senior Seminar (3) Integration of knowledge at an advanced level, a review of recent developments in theoretical and applied computer science, the exploration of ethical issues, along with research and oral presentation. Prerequisite: consent of instructor.

Criminal Justice (SCRJ)

Note: Criminal Justice 101 or Sociology 101 is a prerequisite to all other criminal justice courses.

101. Introduction to Criminal Justice (3) Survey of the law enforcement, judicial, correctional, and juvenile systems; interrelationships between criminal justice agencies and the community.

310. Policing in America (3) Police organizations; the recruitment, training, and socialization of police officers; the role of police in society; and some critical issues in policing. The problem of coercive power as it relates to policing is also examined.

321. Criminal Law (3) Origin and development of criminal law in America along with basic elements of crime and defenses.

330. Institutional Corrections (3) History of corrections; traditional and contemporary philosophies, practices, and procedures; constitutional limitations and the impact of law on correctional practices.

333. Community-Based Corrections (3) Development and impact of community programs, halfway houses, group homes, work-release, and educational release programs, including the role of the community and citizens in the correctional process.

341. Theories of Crime (3) An examination of crime and criminal behavior. Includes analyses and critical assessments of traditional and contemporary theories of crime.

342. Crime in America (3) Manifestations of crime, its victims, societal control strategies, correlates, and the collection and use of criminal statistics.

351. Sociology of Deviant Behavior (3) (=Sociology 351) Theories, methods and substantive issues in the creation, involvement, recognition and control of deviance. Integrates sociological theories and pertinent research data in the context of contemporary moral issues in sociology.

355. Juvenile Delinquency (3) (= Sociology 350) Social factors in the development, identification and treatments of delinquents and juvenile delinquency in the context of juvenile justice systems.

364. State and Local Government (3) (= Government and International Studies 364) The institutions, functions, policy making processes, and politics of state and local governments including an examination of the relations between state and local government and the relations between state and local government and the national government.

370. Introduction to Public Administration (3) (= Government and International Studies 370) The basic principles and theory of administrative structure, responsibility, and control in relation to policy making in the modern state.

375. Victimology (3) Forms of victimization, the role of victims in crimes, their treatment by the criminal justice system, their decisions to report crimes and help prosecute offenders, victim-offender mediation, and victim compensation. The national crime survey regarding patterns and trends in victimization will be introduced.

399. Independent Study (3) May be repeated once with the consent of the adviser.

451. Civil Rights and Civil Liberties (3) (= Government and International Studies 551) Freedom of religion, freedom of speech and association, due process, equal protection, and criminal procedure. Prerequisite: Government and International Studies 201.

452. The Judicial Process (3) (= Government and International Studies 452) The growth of law, the lawmaking of the courts, the structure and organization of federal and state courts, the procedures involved in civil and criminal cases, and the problems and proposals for reform in the administration of justice.

470. Criminal Justice Organization Theory (3) Problems, processes, and theories of communication, decision making, and control in criminal justice agencies.

471. Comparative Criminal Justice Systems (3) Analysis of international criminal justice systems, its legal foundations, current structures, and strategies of crime control. Prerequisite: senior standing or consent of instructor.

491. Selected Current Topics (3) A seminar for advanced students. May be repeated once with the consent of the adviser. Prerequisite: consent of instructor.

495. Senior Seminar: Criminal Justice Planning (3) History, function, and techniques of comprehensive planning in the criminal justice system, including the role of agency planners. Theory, research, and moral issues are examined. Assessment relies on essay exams, comprehensive research papers, and oral presentations. Prerequisites: Sociology 497 or senior standing.

499. Criminal Justice Internship (3) A planned program of observation, study, and work in selected criminal justice and related agencies. The purpose is to broaden the educational experience of seniors by giving them an opportunity to work with practitioners in the field. Prerequisites: minimum GPA of 2.5, criminal justice major, senior standing, and consent of instructor.

Economics (SECO)

221. Principles of Macroeconomics (3) Causes and effects of changes in economic aggregates, including gross national product, personal income, unemployment, and inflation. The role of economics in contemporary society and the effect of monetary and fiscal policy on the functioning of a free-market system are explored. Prerequisite: sophomore standing or Mathematics 121 or consent of instructor.

222. Principles of Microeconomics (3) Consumer demand, supply, and price in a free-market system. The economics of the firm is presented within the context of different market structures. Prerequisite: sophomore standing or Mathematics 121 or consent of instructor.

291. Probability and Statistics (3) Concepts of probability, probability distributions, and sampling theory. Prerequisite: Mathematics 121.

292. Statistical Inference (3) Methods of statistical inference, including additional topics in hypothesis testing, linear statistical models, and time series analysis. Prerequisite: Mathematics 122 and Economics 291.

Note: Students majoring in business administration and economics taking 300-level or above courses in the discipline must be formally admitted to the professional program and meet all course prerequisites.

It is the student's responsibility to meet these standards. Should a student fail to meet these standards, he or she will be administratively dropped from upper division business administration and economics courses—a process that may occur several weeks into the semester with a consequent loss of tuition to the student.

Students pursuing fields of study outside of business administration and economics may earn a maximum of 30 semester hours in business administration and economics courses providing they meet the course prerequisites and have attained junior standing (60 semester hours earned) before enrolling in upper division courses (300 level and above).

301. Commercial and Central Banking (3) History, structure, functions, and operations of the American commercial and central banking system. Emphasis is placed on the influence and operations of the Federal Reserve System. Prerequisite: Economics 221.

311. Issues in Economics (3) Nature and causes of major economic problems facing the nation and its communities and policy alternatives designed to solve them, including the philosophy and methodology of economics in social problem solving. Prerequisites: Economics 221 and 222.

321. Intermediate Microeconomic Theory (3) Neo-classical value and distribution theory. Prerequisite: Economics 222.

322. Intermediate Macroeconomic Theory (3) Income and employment theory. Prerequisite: Economics 221.

462. Public Finance Theory (3) Theory and practice of government spending and taxation. Prerequisites: Economics 221 and 222.

499. Topics in Economics (3) Selected topics in economics. Topics vary depending on available staff and interests of students. This course may be repeated for credit. Prerequisites: Economics 221 and 222.

503. International Economics (3) Theory of international specialization and exchange, impact of international transactions on national income, and introduction to the network, composition and sources of world trade. Prerequisites: Economics 221 and 222.

526. Managerial Economics (3) Application of the economic theory of profits, competition, demand, and costs to analysis of problems arising in the firm and in decision making. Price policies, forecasting, and investment decisions are among the topics considered. Prerequisites: Economics 222 and 292 or equivalent.

594. Introduction to Econometrics (3) Measurement, specification, estimation, and interpretation of functional relationships through use of single equation least squares techniques. Problems of multicollinearity, dummy variables, heteroscedasticity, autocorrelation, and lagged variables in simple economic models are introduced. Prerequisite: Economics 292 or equivalent.

Education

Curriculum and Instruction (SEDC)

120. Microcomputers in Education (1) An introduction to the uses of microcomputers in education including the use and evaluation of courseware. Prerequisite or corequisite: Computer Science (SCSC) 130.

Early Childhood Education (SEDE)

322. Survey of Early Childhood Education (3) Programs for young children and the historical, social, economic, and philosophical influences on education. Attention is given to learning activities, materials, and equipment for kindergarten and primary grades. The assessment of readiness and maturation and the relationship of various subject areas to the child's development are emphasized. Prerequisite: Foundations of Education 333.

400. Resources for Teaching (1) Proper and effective use of audiovisual resources, including construction of materials and operations of audiovisual equipment. Prerequisite: admission to the professional program.

445. Language Development and Communicative Skill (3) The relationship of language development and thinking to teaching the communicative skills to young children. Included are activities designed to develop oral language facility, writing (handwriting, spelling, functional, and creative writing), and listening along with specific techniques dealing with diagnosis of language development. Students participate in a field based experience at a selected school site. Prerequisite: admission to the professional program. Corequisite: Reading Education 414.

446. Math for the Young Child (3) Materials and programs for teaching mathematics and the methods and theories for developing mathematics programs. Competence is gained in the selection, preparation, and presentation of materials. Students participate in a field based experience at a selected school site. Prerequisite: admission to the professional program. Corequisite: Early Childhood Education 448.

447. Social Studies for the Young Child (3) The selection, appropriate utilization, facilitation of development, and application of social science concepts to social problems and socialization of children. Students participate in a field based experience at a selected school site. Prerequisite: Admission to the professional program.

448. Science for the Young Child (3) Materials and programs for teaching science and the methods and theories of developing science programs. Competence is gained in the selection, preparation, and presentation of materials. Students participate in a field based experience at a selected school site. Prerequisite: Admission to the professional program. Corequisite: Early Childhood Education 446.

469. Directed Teaching in Early Childhood Education (12) A supervised clinical experience, consisting of 14 weeks, normally with 50 percent at the kindergarten level and the remaining 50 percent in grades one, two, three, or four. This experience includes an exploration of ethical issues, research through analysis and evaluation of teaching, and oral presentation of research results. Prerequisite: Approved application for directed teaching. Corequisites: Foundations of Education 485 and 486. Pass/fail credit.

Elementary Education (SEDL)

400. Resources for Teaching (1) Proper and effective use of audiovisual resources, including construction of materials and operations of audiovisual equipment. Corequisites: Elementary Education 410, 445, 446, 447, 448.

410. Elementary Practicum (1) The practice and demonstration of selected teaching strategies in language arts, science, social studies, and mathematics with small groups of students. Seminars and group discussions along with fifteen hours of observation and teaching are required. Prerequisite: Elementary Education 441 and Reading Education 414. Corequisite: Elementary Education 400, 445, 446, 447, 448, and Reading Education 416. Pass/fail credit.

441. The Elementary School Curriculum and Organization (3) The entire school program, including grouping, grading, placement, and organization of both the children and the school for optimal learning. Prerequisite: Foundations of Education 333 and 334. Corequisite: Reading Education 414.

445. Teaching Language Arts in the Elementary and Middle School (2) Materials, programs, and methods for teaching language arts in the elementary and middle schools. Prerequisite: Elementary Education 441 and Reading Education 414, Corequisite: Elementary Education 400, 410, 446, 447, 448, and Reading Education 416.

446. Teaching Mathematics in the Elementary and Middle School (2) Materials, programs, and methods for teaching mathematics in the elementary and middle schools. Prerequisite: Elementary Education 441 and Reading Education 414, Corequisite: Elementary Education 400, 410, 445, 447, 448, and Reading Education 416.

447. Teaching Social Studies in the Elementary and Middle School (2) Materials, programs, and methods for teaching social studies in the elementary and middle schools. Prerequisite: Elementary Education 441 and Reading Education 414, Corequisite: Elementary Education 400, 410, 445, 446, 448, and Reading Education 416.

448. Teaching Science in the Elementary and Middle School (2) Materials, programs, and methods for teaching science in the elementary and middle schools. Prerequisite: Elementary Education 441 and Reading Education 414, Corequisite: Elementary Education 400, 410, 445, 446, 447, and Reading Education 416.

470. Directed Teaching in the Elementary and Middle School (12) A supervised clinical experience, consisting of 14 weeks, normally with 50 percent in grades one, two, or three and the remaining 50 percent in grades four, five, six, seven, or eight. The experience includes an exploration of ethical issues, research through analysis and evaluation of teaching, and oral presentation of research results. Prerequisite: Approved application for directed teaching. Corequisites: Foundations of Education 484 and 486. Pass/fail credit.

Foundations of Education (SEDF)

210. Introduction to Education (2) The art and science of teaching, the learner, the historical and present roles of schools, and current issues and trends in education.

321. Dynamics of American Education (2) A comprehensive examination of the social, historical, and philosophical influences that have shaped formal educational policies and practices in the USA with special emphases upon ethical, moral, and legal aspects of education. Prerequisite: Foundations of Education 210.

333. Introduction to Child Psychology and Development (3) Applications of psychology of learning and motivation to patterns of social, emotional, physical, and intellectual growth and development, and their relationship to teaching.

333L. Laboratory in Child Growth and Development (0) Laboratory experience in elementary and middle school settings.

334. Introduction to Adolescent and Adult Psychology and Development (3) Applications of psychology of learning and motivation to patterns of social, emotional, physical, and intellectual development and their relationship to teaching adolescents and adults.

334L. Laboratory in Adolescent and Adult Growth and Development (0) Laboratory experience in secondary school and adult learning environments.

335. Introduction to Educational Psychology (3) Applications of psychology of learning and motivation and the use of basic statistical procedures and to the behavior of the school child.

341. Education Procedures for Exceptional Children (3) Theoretical and practical approaches to the education of the young exceptional child with emphasis on current remedial procedures. Included are alternative administrative arrangements and sources of academic therapy. Supervised field experiences are included.

485. Classroom Management and Teaching (2) The microcosm of the classroom with emphasis upon classroom management and the causes of discipline problems in the schools. Prerequisite: admission to the professional program. Corequisite: directed teaching.

486. Measurement and Evaluation in Education (1) Introduction to the basic principles, techniques, and practical applications of diagnosis, measurement, and evaluation. The use of computers in measurement and evaluation, and the principles of grading are stressed. Prerequisite: admission to the professional program. Foundations of Education 333, 334. Corequisite: enrollment in directed teaching.

Reading Education (SEDR)

414. Reading I (3) Reading readiness and beginning reading instruction including language acquisition, the connection between learning to write and learning to read, and the language experience approach. Reading strengths and weaknesses of children in public schools are identified in order to plan and implement appropriate lessons. Prerequisite: Foundations of Education 333. Corequisite for early childhood education majors: Early Childhood Education 445.

416. Reading II (3) Teaching of reading to children beyond the primary grades. Comprehension and the integration of reading skills in the content are used to plan and implement appropriate lessons. Prerequisite: Reading Education 414.

418. Reading in the Secondary School (3) The significance of reading as it relates to all content areas. The focus is on strategies for making any text material more accessible to the student, and attention is given to matching the learner and the learning. Seven hours of tutoring in the area of certification are required. Prerequisite: Foundations of Education 333 and 334 and admission to the professional programs. Prerequisite for physical education majors: Psychology 302.

Secondary Education (SEDS)

400. Resources for Teaching (1) Proper and effective use of audiovisual resources, including construction of materials and operations of audiovisual equipment. Corequisite: Secondary Education 410, 441, 460.

410. Practicum in Secondary School Curriculum and Instruction (1) A supervised practicum experience in which emphasis is placed on ascertaining the steps in the development of a school's curriculum, the determinants of the curriculum, and the influences of the curriculum on teaching methodology. Students observe and demonstrate various teaching practices. A total of 15 hours of observation and demonstration is conducted in a single secondary school setting. Corequisite: Secondary Education 441. Pass/fail credit.

441. Secondary School Curriculum (2) Organization, historical context, foundations for development, planning, design, and strategies for change of the curriculum. Open only to juniors and seniors or graduates completing certification requirements. Prerequisites: Foundations of Education 321, 333, and 334 or consent of instructor.

445. Teaching English in Secondary Schools (2)
446. Teaching Mathematics in Secondary Schools (2)
447. Teaching Social Studies in Secondary Schools (2)
448. Teaching Science in Secondary Schools (2)
449. Teaching Foreign Language in Secondary Schools (2) Methods, materials, resources, issues, and trends. Included are the planning for and delivery of instruction. Prerequisite: admission to the professional program. Corequisite: Secondary Education 460.

460. Secondary School Teaching Methodology (2) Rationale for teaching, impact of curricula on the teacher, methods to insure student involvement in learning, content organization, classroom management, multiethnic education, education of the handicapped, evaluation of student performance, teacher effectiveness, evaluation and professionalization of teaching. Prerequisites or corequisites: admission to the professional program, Foundations of Education 321, 333, 334, or consent of instructor.

473. Directed Teaching in Secondary School (English) (12)
474. Directed Teaching in Secondary School (Foreign Language) (12)
475. Directed Teaching in Secondary School (History and Social Studies) (12)
478. Directed Teaching in Secondary School (Mathematics) (12)
481. Directed Teaching in Secondary School (Natural Science) (12) A supervised clinical experience consisting of 14 weeks in secondary school settings. The experience includes an exploration of ethical issues, research through analysis and evaluation of teaching, and oral presentation of research results. Prerequisite: Approved application for directed teaching. Corequisites: Foundations of Education 485 and 486. Pass/fail credit.

THE FOLLOWING EDUCATION COURSES ARE IN EFFECT BEGINNING SPRING 1996. SEE PAGES 149-168 FOR SPECIFIC CURRICULUM REQUIREMENTS.

Art Education (SAED)

329. Art for Elementary and Middle Schools (3) The teaching of art with major emphasis on integration within content areas. Two lecture hours and one laboratory hour per week.

Music Education (SMUE)

354. Music for Elementary and Middle Schools (3) The integration of music into the early childhood and elementary curriculum; and music as an approach to personal expression, cultural heritage, aesthetic perception, and critical analysis. Two lecture and one laboratory hour per week.

Curriculum and Instruction (SEDC)

400. Resources and Technology in Teaching (1) Proper and effective use of computer technology and audiovisual resources in education, including construction of materials, location or resources, and operation of equipment. Prerequisite: admission to the professional program and SEDC 120, or consent of instructor.

Early Childhood Education (SEDE)

410. Clinical I in Early Childhood Education (2) Supervised clinical experience in early childhood settings. Observation and participation in classroom settings is required with a focus on observing children's development and language use, observing types of programs, and assessing management styles and techniques. Seminars and group discussions included. 4 laboratory hours per week. Prerequisite: admission to the professional program. Corequisite: SEDE 420, 422, 445 and SEDF 485.

420. The Young Child: Behavior and Development in Early Childhood (3) Intellectual, physical, social, and emotional development, prenatal through grade four, within ecological context. Critical thinking, creative expression, the parenting role and developmental diagnosis including assessment of development, normal and abnormal, will be addressed. Prerequisites: SEDF 333 or SPSY 302; admission to the professional program or consent of the instructor. Corequisites: SEDE 410, 422, 445 and SEDF 485.

422. Survey of Early Childhood Education (3) Programs for young children and the historical, social, economic, and philosophical influences on education. Attention is given to learning activities, materials, and equipment for kindergarten and primary grades. The assessment of readiness and maturation and the relationship of various subject areas to the child's development are emphasized. Prerequisite: admission to the professional program. Corequisites: SEDE 410, 420, 445 and SEDF 485

440. Clinical II in Early Childhood Education (2) Supervised clinical experience in early childhood settings. Observation and participation in classroom settings is required with a focus on math, science, reading, social studies and creative arts. Seminars and group discussions included. Four laboratory hours per week required. Prerequisite: admission to the professional program. Corequisites: SEDE 446, 447, 448, 449 and SEDR 414.

445. Language Development and Communicative Skill (3) The relationship of language development and thinking to teaching the communicative skills to young children. Included are activities designed to develop oral language facility, writing (handwriting, spelling, functional, and creative writing), listening, and specific techniques dealing with diagnosis of language development. Students participate in a field based experience at a selected school site. Prerequisite: admission to the professional program. Corequisites: Reading Education 414, SEDE 410, 420, 422 and SEDF 485.

446. Math for the Young Child (3) Materials and programs for teaching mathematics and the methods and theories for developing mathematics programs. Competence is gained in the selection, preparation, and presentation of materials. Prerequisite: admission to the professional program. Corequisites: Early Childhood Education 448, SEDE 414, 440, 447, 448 and 449.

447. Social Studies for the Young Child (3) The selection, appropriate utilization, facilitation of development, and application of social science concepts to social problems and the socialization of children. Prerequisite: admission to the professional program. Corequisites: SEDE 414, 440, 446, 448 and 449.

448. Science for the Young Child (3) Materials and programs for teaching science and the methods and theories of developing science programs. Competence is gained in the selection, preparation, and presentation of materials. Prerequisite: admission to the professional program. Corequisite: Early Childhood Education 446, SEDE 414; 440, 446, 448 and 449.

449. Creativity and Play (3) Theories of play and the development of play as central to children's learning. Knowledge and skills in structuring the classroom environment and curriculum experiences which will support and enrich a child's social, creative, and physical development in preprimary and primary school settings will be acquired. Multicultural perspectives and needs of exceptional children addressed. Prerequisite: admission to the professional program. Corequisite: SEDE 440, 446,447,448 and SEDR 414.

468. Education of Young Children: An Ecological Approach (3) An ecological study with emphasis on home-school relations, parent involvement, and community resources. Multicultural perspectives and needs of exceptional children are addressed. Prerequisite: admission to the professional program. Corequisite: SEDE 469.

469. Directed Teaching in Early Childhood Education (12) A supervised clinical experience, consisting of 14 weeks, normally with 50 percent at the 4K or 5K level and the remaining 50 percent in grades one, two, three, or four. This experience includes an exploration of ethical issues, research through analysis and evaluation of teaching, and oral presentation of research results. Prerequisite: approved application for directed teaching. Corequisite: SEDE 468. Pass/fail credit.

Elementary Education (SEDL)

445. Teaching Language Arts in the Elementary and Middle School (3) Materials, resources, programs, and methods for teaching language arts in grades 1-8. Included are activities which integrate all four language modes and emphasize writing as a process. Includes supervised practicum experiences which promote reflective teaching in elementary and middle school settings. Prerequisite: admission to the professional program, SEDL 441, SEGL 484. Corequisite: SEDR 416.

446. Teaching Mathematics in the Elementary and Middle School (3) Materials, resources, programs, and methods for teaching mathematics in grades 1-8. Included are supervised practicum experiences which promote reflective teaching in elementary and middle school settings. Prerequisites: admission to the professional program and SEDL 441. Corequisite: SEDL 448.

447. Teaching Social Studies in the Elementary and Middle School (3) Materials, resources, programs, and methods for teaching social studies in grades 1-8. Included are supervised practicum experiences which promote reflective teaching in elementary and middle school settings. Prerequisites: admission to the professional program and SEDL 441.

448. Teaching Science in the Elementary and Middle School (3) Materials, resources, programs, and methods for teaching science in grades 1-8. Included are supervised practicum experiences which promote reflective teaching in elementary and middle school settings. Prerequisites: admission to the professional program and SEDL 441. Corequisite: SEDL 446.

449. Issues and Trends in Elementary Education (3) Research, organization, analysis, and synthesis of current research in the broad field of elementary education. Extensive guided reading, major papers with bibliographies, and informed discussion are required. Prerequisite: admission to professional program. Corequisites: SEDL 448, 446.

Foundations of Education (SEDF)

210. Foundations of Education (3) The art and science of teaching. A comprehensive examination of the social, historical, and philosophical influences that have shaped educational policies and practices in the USA with special emphasis on legal and ethical aspects of education. Supervised practicum experiences to promote reflective practice in a variety of settings are included.

333. Educational Development of the Life-long Learner (3) Applications of psychology of learning and motivation to patterns of social, emotional, physical, and intellectual development, and their relationship to teaching of children, adolescents, and adults. A practicum experience is required.

485. Principles of Effective Classroom Management and Assessment The dynamic relationships among management, instruction, and assessment leading to reflective practice. prerequisites: admission to the professional program. Corequisite: Depending on major, either: SEDE 410; or SEDL 445, 446, 447, 448; or SEDS 442, 445, 446, 447, 448.

Health Education (SHED)

170. First Aid (3) Instruction leading to basic certification in standard first aid and cardiopulmonary resuscitation. Discussion of HIV/AIDS and back injury prevention is also included.

221. Lifelong Health and Wellness (3) Wellness and fitness trends in America. Self-assessment of health status concepts, human sexuality, health promotion strategies (physical fitness, stress management, nutrition, weight control) and health maintenance of major life style diseases (Cardiovascular disease, cancer, diabetes mellitus, HIV, substance abuse).

331. Health and Education for the Elementary School Child (3) Methods and materials for teaching health and physical education in the elementary school including integration and correlation of materials with other subjects at primary and intermediate grade levels.

Reading Education (SEDR)

414. Emergent and Early Literacy (3) Theoretical and instructional issues relating to challenges children encounter when learning to read and write. Research on the expected development of such behaviors through stages typically found in the preprimary and primary school years are explored. Procedures, materials, programs, and assessment techniques for developing literacy are investigated. Prerequisite: admission to the professional program. Corequisites: SEDE 440, 446, 447, 448, 449.

416. Reading in the Elementary and Middle School (3) Teaching of reading to children in grades 1-8. Attention is given to theories and methods of teaching reading, to integration of all language arts, and to reading in the content area. Students are required to engage in reflective thinking as they complete practicum experiences in a public school setting. Prerequisites: admission to the professional program, SEDL 441 and SEGL 484. Corequisite: SEDL 445.

Secondary Education (SEDS)

441. Middle and Secondary School Curriculum (3) Organization, historical context, foundations for development, determinants, planning, design, and strategies for change of middle and secondary school curricula. Prerequisites: admission to the professional program or consent of the instructor. Corequisite: SEDS 442.

442. Middle and Secondary School Teaching Methodology (3) Theories of adolescent and young adult development and the application of such to the teaching-learning process. Core topics include instructional methods appropriate for middle and secondary school students; addressing student needs; and diversity through appropriate instruction, unit and lesson planning, evaluation of student performance, and teacher effectiveness evaluation. Supervised practicum experiences, designed to promote reflective teaching, in middle or secondary school settings, are included. Prerequisites: SEDF 333 and admission to the professional program or consent of the instructor. Corequisite: SEDS 441.

445. Teaching English in Secondary Schools (3) Methods, materials, resources, issues and trends related to teaching specific subject content in secondary schools. Also includes instructional planning and delivery of instruction. Supervised practicum experiences designed to promote reflective teaching, in secondary school settings, are included. Prerequisites: admission to the professional program and SEDS 442, or consent of instructor.

446. Teaching Mathematics in Secondary Schools (3) Methods, materials, resources, issues and trends related to teaching specific subject content in secondary schools. Also includes instructional planning and delivery of instruction. Supervised practicum experiences designed to promote reflective teaching, in secondary school settings, are included. Prerequisites: admission to the professional program and SEDS 442, or consent of instructor.

447. Teaching Social Studies in Secondary Schools (3) Methods, materials, resources, issues and trends related to teaching specific subject content in secondary schools. Also includes instructional planning and delivery of instruction. Supervised practicum experiences designed to promote reflective teaching, in secondary school settings, are included. Prerequisites: admission to the professional program and SEDS 442, or consent of instructor.

448. Teaching Science in Secondary Schools (3) Methods, materials, resources, issues and trends related to teaching specific subject content in secondary schools. Also includes instructional planning and delivery of instruction. Supervised practicum experiences designed to promote reflective teaching, in secondary school settings, are included. Prerequisites: admission to the professional program and SEDS 442, or consent of instructor.

449. Teaching Foreign Language in Secondary Schools (3) Methods, materials, resources, issues and trends related to teaching specific subject content in secondary schools. Also includes instructional planning and delivery of instruction. Supervised practicum experiences designed to promote reflective teaching, in secondary school settings, are included. Prerequisites: admission to the professional program and SEDS 442, or consent of instructor.

473. Directed Teaching in Secondary School English (12)
474. Directed Teaching in Secondary School Foreign Language (12)
475. Directed Teaching in Secondary School History and Social Studies (12)
478. Directed Teaching in Secondary School Mathematics (12)
481. Directed Teaching in Secondary School Natural Science (12) A supervised clinical experience consisting of 14 weeks in secondary school settings. The experience includes an exploration of ethical issues, research through analysis and evaluation of teaching, and oral presentation of research results. Prerequisite: approved application for directed teaching. Pass/fail credit.

Physical Education (SPED)

130. Folk, Square, and Social Dance (1) Basic steps, terminology, sequence of movement of folk, square and social dances, including development of an appreciation of numerous dances. Pass/fail credit.

200. Foundations of Physical Education (3) The scope of the physical education field, historical background, principles, philosophy, current issues, professional leadership and publications.

300. Teaching of Physical Education (3) Orientation to teaching physical education in grades 7-12. Emphasis is on teaching styles, methods and curriculum. A five-hour practicum in the public schools is required. Prerequisite or corequisite: SPED 200.

310. Movement Education (3) Theoretical foundation for the nature and sequence of human physical growth and motor development, including development of knowledge and skill in games, movement for expressive purposes and educational gymnastics. Prerequisite or corequisites: SPED 20. Five hours of public school teaching experience in the elementary school is provided.

325. Individual and Dual Sports-Team Sports (3) Skills analysis, methods and techniques for organizing and teaching sports skills including opportunities for peer teaching experience. Prerequisites or corequisites: SPED 200 or consent of instructor.

335. Dance and Gymnastics (3) Skills analysis, methods and techniques for organizing and teaching dance, gymnastics and tumbling, including opportunities for peer teaching experience. Prerequisites or corequisites: SPED 200 and consent of instructor.

Engineering (SENG)

101. Introduction to Engineering I (2) Computers in engineering practice. Use of an appropriate operating system, programming in a high-level language, spreadsheet, and word processing. One lecture and two laboratory hours per week. Prerequisite or corequisite: Mathematics 143.

102. Introduction to Engineering II (2) Principles and practice of visualization and graphical representation using modern computer-aided design tools. One lecture and two laboratory hours per week. Prerequisite: Engineering 101.

200. Statics (3) Introduction to the principles of mechanics. Equilibrium of particles and rigid bodies. Distributed forces, centroids, and centers of gravity. Moments of inertia of areas. Analysis of simple structures and machines. A study of various types of friction. Prerequisite or corequisite: Mathematics 144.

210. Dynamics (3) Kinematics of particles and rigid bodies. Kinetics of particles with emphasis of Newton's second law; energy and momentum methods for the solution of problems. Applications of plane motion of rigid bodies. Prerequisite: Engineering 200.

211. Introduction to Computer Engineering I (3) Computer structures, logic design, sequential machines, engineering computing. Prerequisite or corequisite: Mathematics 144.

221. Introduction to Electrical Engineering I (3) Linear circuit analysis. Prerequisite or corequisite: Mathematics 243.

260. Introduction to Mechanics of Solids (3) The concepts of stress and strain; stress analysis of basic structural members; consideration of combined stress, including Mohr's circle; introductory level analysis of deflection; buckling of columns. Prerequisite: Engineering 200. Prerequisite or corequisite: Mathematics 244.

290. Thermodynamic Fundamentals (3) Definitions, work, heat, and energy. First law analysis of systems and control volumes. Second law analysis. Prerequisite or corequisite: Mathematics 244.

English Language and Literature (SEGL)

***Note:** The completion of Composition and Literature (102) or the equivalent is prerequisite to enrollment in all higher level English courses. Only those courses that are numbered above 300 may count toward a major in English.*

Advanced standing in freshman English classes may be achieved through appropriate scores on Advanced Placement (AP) tests, passing of appropriate College Level Examination Program (CLEP) tests, institutional credit by examination, or the English placement tests administered to all incoming USCS freshmen. Details may be found in appropriate sections of this catalog or in consultation with the Chair of the Division of Fine Arts, Languages, and Literature.

100. Basic Writing (3) Closely supervised practice in writing the sentence, the paragraph, and the theme, with intensive review of spelling, grammar, punctuation, and mechanics. Satisfies no degree requirements.

101. Composition (3) Closely supervised practice in reading and in writing essays. Attention is given to invention, arrangement, and style.

102. Composition and Literature (3) The writing of expository essays, critical essays, and the research paper with an introduction to literature.

146. Composition and Literature (3) Intensive reading in the various types of literature and intensive writing of expository and critical essays, including short essays, examinations, and the research paper. Upon successful completion of the course with a minimum grade of C the student will receive credit for English 101 and English 146. Students receiving a D or D+ must also successfully complete English 101. Students who fail English 146 must successfully complete English 101 and English 102. Students must place into English 146 by means of USCS writing sample, evaluation in conjunction with SAT scores (when available) and Nelson-Denny reading scores.

245. Professional Writing (3) Developing communication skills for the successful professional. Students reflect and apply principles of appropriate content, style and format for memos, letters, reports, resumes, interviews and presentations.

252. Understanding English Grammar (3) Intensive review of grammatical principles and mechanics of English with emphasis on exploration and discovery of principles of English grammar usage.

275. Masterpieces of World Literature (3) Selections from the literature of western and non-western cultures from ancient times through the seventeenth century.

276. Masterpieces of World Literature (3) Selections from the literature of western and non-western cultures from the eighteenth century to modern times.

279. Survey of American Literature (3) Writings from colonial times to 1860.

280. Survey of American Literature (3) Poetry, drama, and prose from 1860 to the present.

283. Native American Literature (3) Selected readings by Native American writers, including novels, short stories and poetry. English 283/English 383 will be offered concurrently. The reading and writing assignments for students taking English 383 will be longer and the standard for grading will be more demanding. Students may not enroll for both courses.

289. Survey of British Literature (3) Poetry, drama, and prose from the Old English Period to 1800.

290. Survey of British Literature (3) Poetry, drama, and prose from 1800 to the present.

291. Black American Literature (3) A survey of writings by black American authors. The literary types studied may vary.

318. Writing and Computers (3) Research, analysis, composition, and publication with the assistance of computer applications. Prerequisites: English 101 and 102; and Computer Science 130 plus 131 or 137 or Education Curriculum and Instruction 120.

318L. Writing and Computers Laboratory (0) Writing, publishing, and literary research using computer applications. Corequisite: English 318.

319. Development of the Novel (3) The development of the novel as an art form. Included are major European and American novels.

322. Contemporary Literature (3) A selection of works by major contemporary writers.

325. Modern German Literature in Translation (3) Masterpieces of German literature. The selection may include texts by T. Mann, Kafka, Brecht, Hesse and Grass. Taught in English. This course may not be used to satisfy a foreign language requirement. Prerequisites: English 102 or consent of instructor.

383. Native American Literature (3) Selected readings by Native American writers, including novels, short stories and poetry. English 283/English 383 will be offered concurrently. The reading and writing assignments for students taking English 383 will be longer and the standard for grading will be more demanding. Students may not enroll for both courses.

395. Narrative Poetry, Epic and Heroic (3) Selected readings (in translation) from the epic and heroic poetry of Europe. These selections may include: Homer's *Iliad* and *Odyssey*, Virgil's *Aeneid*, *Beowulf*, *The Song of Roland*, *The Epic of the Cid*, Milton's *Paradise Lost*, and others.

398. Topics in Language and Literature (3) Intensive study of selected topics.

399. Independent Study (1-6)

400. A Survey of Early English Literature (3) Old and Middle English works in translation.

401. Chaucer (3) Chaucer's works, with special attention to *The Canterbury Tales*.

405. Shakespeare: The Early Plays (3) Romantic comedies, history plays, and early tragedies. Prerequisite: junior standing or permission of the instructor.

406. Shakespeare: The Late Plays (3) Problem plays, major tragedies, and romances. Prerequisite: junior standing or permission of the instructor.

408. Milton (3) *Paradise Lost* and other poetry. Prerequisite: junior standing or permission of instructor.

409. English Literature, 1500-1660 (3) Poetry and prose of major Renaissance and Commonwealth writers.

411. English Literature, 1660-1800 (3) Poetry, prose, and drama of Restoration and 18th century writers.

417. Romanticism (3) The 18th century transition from classicism to romanticism, and the 19th century masters: Wordsworth, Coleridge, Byron, Shelley, and Keats.

419. Victorian Literature (3) Poetry and prose of major Victorian writers.

422. Modern Drama (3) British, American, and continental drama beginning with Ibsen and Strindberg.

423. British Literature, 1900-1950 (3) Poetry, prose, and drama of major writers.

425. American Literature, Beginnings to 1830 (3) Colonial and revolutionary American writing with special attention to literary types and to the influence of religion and politics.

426. American Literature, 1830-1865 (3) Readings in representative works.

427. American Literature, 1865-1910 (3) Readings in representative works.

428. American Literature, 1910-1950 (3) Readings of representative works.

429. Literature of the Harlem Renaissance (3) Philosophy and literature of the New Negro movement of the 1920s, including works by Hughs, Hurston, Cullen, Fauset, and McKay.

435. The Short Story (3) Characteristics of the short story as a type, with references to its historical development in America and Europe.

447. Southern Literature (3) An historical and critical survey of selected works of Simms, Lanier, Cable, Harris, Wolfe, Faulkner, O'Conner, Johnson, Wright, McCullers, and other southern writers.

451. Introduction to the Study of Language (3) The design and function of human language with illustrations drawn from English and modern European languages, as well as others.

453. Development of the English Language (3) History and evolution of the English language reflecting changes in phonetics, semantics, morphology, and syntax, as well as assembly of dictionaries.

455. Language Study Applications (3) Applied linguistics studies providing increased awareness of the power of language and suggesting methodology for increasing language usage, dialects, general semantics, propaganda techniques, non-verbal communication (body language) and application of grammatical analysis to improvements of effective communication.

459. Advanced Rhetoric and Composition (3) The theory and principles of rhetoric, their history and development from classical Greece to the present, and the application of these principles in the student's own thinking and writing.

468. Creative Writing (3) The writing of non-fiction, drama, and poetry. May be taken twice for a total of six semester hours with the consent of the division chair. Prerequisites: English 102 and consent of instructor.

483. Theory of Literary Criticism (3) Various theories of literary criticism with the aim of establishing standards of judgment. Practice in criticism of literary works.

484. Children's Literature (3) Representative works in children's literature appropriate for the elementary school child.

485. Adolescent Literature (3) The characterization of adolescents in literature and the historical development of the writing of literary works expressly for adolescent readers.

490. Senior Seminar (3) Reading and research on selected topics designed to integrate knowledge, to explore ethical issues, and to gain experience in research and oral presentation. Prerequisites: Speech 201 and 15 hours in English courses numbered above 300.

English as a Second Language (SESL)

101. Writing I for Non-native Speakers of English (3) Developing in improving the writing skills of the non-native English speaker. Confidence in writing abilities is built through a systematic approach to the understanding of writing as a process.

105. Effective Reading I for Non-native Speakers of English (3) Developing and improving the reading and vocabulary skills of the non-native English speaker.

Foreign Languages

Note: Unless otherwise indicated, readings, lectures and discussion in foreign language courses above the elementary level are principally in the language concerned.

Exemption policy: Incoming students with previous experience in a foreign language must take a placement test. Those placing in 102 or 121 and completing the course with a minimum grade of C will also receive credit for 101 (a total of eight semester hours is awarded for foreign language 101 and 102, or for 101 and 121). Students who receive a grade of D in 121 will receive only four hours of credit and must enroll in 102 in order to continue their foreign language studies. Students may therefore receive eight hours of credit for a combination of 121 and 102 or 101 and 102. Students placing in 201 or above may receive credit for 101 and 102 if the 200- level or 300-level course is completed with a minimum grade of C (a total of 11 semester hours is awarded for foreign language 101, 102, and the 200-level or 300-level course).

French (SFRN)

101, 102. Introductory French (4,4) Fundamentals of the language and culture through speaking, listening, reading, and writing. Prerequisite for 102 is French 101 or placement through testing.

103. Introductory Reading in Business and Technical French (3) Interpretation of basic written material in business and science.

104. French Culture (3) Major artistic, literary, and historical movements from the Middle Ages to modern times that have contributed to the French cultural identity . Taught in English.

121. Elementary French (4) Intensive review and continuation of basic grammar and vocabulary for fundamental communication skills. Placement in French 121 assumes a minimum of two years high school level experience in the language.

201. Intermediate French (3) Review of the basic principles of grammar, with emphasis on reading, writing, and oral skills. Prerequisite: French 102 or 121 or placement through testing.

202. Intermediate French (3) Review of the basic principles of grammar, with emphasis on reading, writing, and oral skills. Prerequisite: French 201 or placement through testing.

210. French Oral Communication (3) Oral training in French through conversation groups, oral presentations, oral drills, and vocabulary development. Prerequisite: French 201 or placement through testing.

250. Selected French Studies Abroad (3-6) Development of intermediate level communication skills together with immersion in the culture of a foreign country. Prerequisite: French 102 or 121 or consent of instructor.

308. Business French (3) Fundamental elements of the language and exercises in composition centering on business communication skills. Prerequisite: French 202 or consent of instructor.

309. French Grammar and Composition (3) Fundamental elements of the language and exercises in composition. Prerequisite: French 202 or consent of instructor.

310. French Conversation (3) Advanced vocabulary development and acquisition of fluency through aural and oral activities. Prerequisite: French 210 or placement test.

320. French Civilization (3) Culture and civilization of the French-speaking world, with major emphasis on France. Prerequisite: French 202 or consent of instructor.

330. Survey of French Literature I (3) A selection of medieval and Renaissance French literature through the sixteenth century. Prerequisite: French 202 or consent of instructor.

331. Survey of French Literature II (3) A selection of works from the seventeenth century through the present. Prerequisite: French 202 or consent of instructor.

350. Selected French Studies Abroad (3-6) Development of advanced level communication skills together with immersion in the culture of a foreign country. Prerequisite: French 202 or 210 or 250 or consent of instructor.

398. Topics in French Language or Literature (1-3) Prerequisite: French 202 or consent of instructor.

399. Independent Study or Internship (1-3) Supervised professional experience or research outside the classroom. For three credit hours, a student is to work ten hours per week; for two credit hours, six hours per week; and for one credit hour, three hours per week. For internship credit, a contract must be signed with the agency and faculty supervisor.

401. Masterpieces of French Poetry (3) Selected works from the Middle Ages through the present. Prerequisite: French 202 or consent of instructor.

402. Masterpieces of French Drama (3) Selected works from the beginning of French theatre through the present. Prerequisite: French 202 or consent of instructor.

403. Masterpieces of the French Novel (3) Selected works from the beginning of the French novel through the present. Prerequisite: French 202 or consent of instructor.

450. Foreign Language Technology (3) (= SSPN 450) Use of language laboratories, computers, videos, and various other materials in foreign language teaching. Prerequisite: French 202 or Spanish 202 or consent of instructor.

453. Introduction to Romance Linguistics (3) (= SSPN 453) Descriptive, historical, and applied linguistics in French and Spanish. Prerequisite: French 202 or Spanish 202 or consent of instructor.

490. Senior Seminar in French (3) Reading and research on selected topics designed to integrate knowledge, to explore ethical issues, and to gain experience in research and oral presentation. Prerequisite: two French literature courses.

German (SGRM)

101, 102. Introductory German (4,4) Fundamentals of the language and culture through speaking, listening, reading, and writing. Prerequisite for 102 is German 101 or placement through testing.

104. German Culture (3) Major artistic, literary, and historical movements from the Middle Ages to modern times that have contributed to the German cultural identity. Taught in English.

105. Introduction to Business German (3) Basic oral and written language skills, as well as intercultural awareness necessary for the modern business environment.

121. Elementary German (4) Intensive review and continuation of basic grammar and vocabulary for fundamental communication skills. Placement in German 121 assumes a minimum of two years high school level experience in the language.

131. Earth Resources (3) Mineral, energy and water resources, with particular attention to their occurrence and use, and the interaction between geology and economics as limiting factors on resource development. Three class hours per week and field trips are required.

201. Intermediate German (3) Review of the basic principles of grammar, with emphasis on reading, writing, and oral skills. Prerequisite: German 102 or 121 or placement through testing.

202. Intermediate German (3) Review of the basic principles of grammar, with emphasis on reading, writing, and oral skills. Prerequisite: German 201 or placement through testing.

210. German Oral Communication (3) Oral training in German through conversation groups, oral presentations, oral drills, and vocabulary development. Prerequisite: German 201 or placement through testing.

250. Selected German Studies Abroad (3-6) Development of intermediate level communication skills together with immersion in the culture of a foreign country. Prerequisite: German 102 or 121 or consent of instructor.

310. German Conversation (3) Advanced vocabulary development and acquisition of fluency through aural and oral activities. Prerequisite: German 210 or placement through testing.

325. Modern German Literature in Translation (3) Masterpieces of German literature. The selection may include texts by T. Mann, Kafka, Brecht, Hesse and Grass. Taught in English. This course may not be used to satisfy a foreign language requirement. Prerequisites: English 102 or consent of instructor.

350. Selected German Studies Abroad (3-6) Development of advanced level communication skills together with immersion in the culture of a foreign country. Prerequisite: German 202 or 210 or 250 or consent of instructor.

398. Topics in German Literature/Language (1-3) Prerequisite: German 202 or consent of instructor.

399. Independent Study or Internship (1-3) Supervised professional experience or research outside the classroom. For three credit hours, a student is to work ten hours per week; for two credit hours, six hours per week; and for one credit hour, three hours per week. For internship credit, a contract must be signed with the agency and faculty supervisor.

Japanese (SJPN)

101, 102. Introductory Japanese (4,4) Fundamentals of the language and culture through speaking, listening, reading, and writing. Prerequisite for 102 is Japanese 101.

104. Japanese Culture (3) Major artistic, literary, and historical movements from ancient to modern times that have contributed to the Japanese cultural identity. Emphasis will be placed on modern Japan. Taught in English.

201. Intermediate Japanese (3) Review of the basic principles of grammar, with emphasis on reading, writing, and oral skills. Prerequisites: Japanese 102.

Spanish (SSPN)

101, 102. Introductory Spanish (4,4) Fundamentals of the language and culture through speaking, listening, reading, and writing. Prerequisite for 102 is Spanish 101 or placement through testing.

104. Latin American Culture (3) Culture and civilization of Latin America. Taught in English.

121. Elementary Spanish (4) Intensive review and continuation of basic grammar and vocabulary for fundamental communication skills. Placement in Spanish 121 assumes a minimum of two years high school level experience in the language.

201. Intermediate Spanish (3) Review of the basic principles of grammar, with emphasis on reading, writing, and oral skills. Prerequisite: Spanish 102 or 121 or placement through testing.

202. Intermediate Spanish (3) Review of the basic principles of grammar, with emphasis on reading, writing, and oral skills. Prerequisite: Spanish 201 or placement through testing.

210. Spanish Oral Communication (3) Oral training in Spanish through conversation groups, oral presentations, oral drills, and vocabulary development. Prerequisite: Spanish 201 or placement through testing.

250. Selected Spanish Studies Abroad (3-6) Development of intermediate level communication skills together with immersion in the culture of a foreign country. Prerequisite: Spanish 102 or 121 or consent of instructor.

308. Business Spanish (3) Fundamental elements of language and exercises in composition centering on business communication skills. Prerequisite: Spanish 202 or consent of instructor.

309. Spanish Grammar and Composition (3) Fundamental elements of the language and exercises in composition. Prerequisite: Spanish 202 or consent of instructor.

310. Spanish Conversation (3) Advanced vocabulary development and acquisition of fluency through aural and oral presentations and conversation groups. Prerequisite: Spanish 210 or placement test.

320. Spanish Civilization (3) Culture and civilization of Spain. Prerequisite: Spanish 202 or consent of instructor.

330. Survey of Spanish Literature I (3) Introduction to representative authors and works from medieval, Renaissance, and Golden Age Literature. Prerequisite: Spanish 202 or consent of instructor.

331. Survey of Spanish Literature II (3) Introduction to major movements, principal authors, and representative works in Spanish literature since 1700. Prerequisite: Spanish 202 or consent of instructor.

332. Survey of Spanish American Literature I (3) Introduction to representative authors and works from pre-Columbian times through the colonial era. Prerequisite: Spanish 202 or consent of instructor.

333. Survey of Spanish American Literature II (3) Introduction to major movements, principal authors, and representative works from the nineteenth century to the present. Prerequisite: Spanish 202 or consent of instructor.

350. Selected Spanish Studies Abroad (3-6) Development of advanced level communication skills together with immersion in the culture of a foreign country. Prerequisite: Spanish 202 or 210 or 250 or consent of instructor.

398. Topics in Spanish Language or Literature (1-3) Prerequisite: Spanish 202 or consent of instructor.

399. Independent Study or Internship (1-3) Supervised professional experience or research outside the classroom. For three credit hours, a student is to work ten hours per week; for two credit hours, six hours per week; and for one credit hour, three hours per week. For internship credit, a contract must be signed with the agency and faculty supervisor.

450. Foreign Language Technology (3) (= SFRN 450) Use of language laboratories, computers, videos, and various other materials in foreign language teaching. Prerequisite: Spanish 202 or French 202 or consent of instructor.

453. Introduction to Romance Linguistics (3) (= SFRN 453) Descriptive, historical, and applied linguistics in French and Spanish. Prerequisite: Spanish 202 or French 202 or consent of instructor.

490. Senior Seminar in Spanish (3) Reading and research on selected topics designed to integrate knowledge, to explore ethical issues, and to gain experience in research and oral presentation. Prerequisite: two Spanish literature courses.

French

See Foreign Languages.

General Studies (SGST)

098. Effective Reading I (3) Development and improvement of skills in reading, vocabulary, and study techniques. Admission is by placement test and by advising. No credit toward a degree will be awarded for this academic skills course.

299. Independent Study (1-3) Prerequisite: junior standing or consent of division chair.

Geography (SGEG)

103. Introduction to Geography (3) Principles and methods of geographical inquiry.

121. Principles of Regional Geography (4) Description of the regional method and an analysis of the region forming processes. Emphasis is placed on the construction of local regions and the interpretation of regional constructs. Three class and two laboratory hours per week.

201. Introduction to Physical Geography (4) The spatial significance of land forms, water bodies, and soils. Emphasis is placed on both the man-land relationship and the concept of location. Three class and two laboratory hours per week.

202. Introduction to Weather and Climate (4) The interrelationship of weather elements and controls and the spatial distribution of climate and vegetation. Three class and two laboratory hours per week.

212. Introduction to Economic Geography (3) Factors in location and production of commodities, commerce, and manufacturing.

340. Geography of Population, Settlement, and Migration (3) (= Sociology 375) Births, deaths, migration and the distribution of human populations, and the analytical methods used in the study of each of these topics.

424. Geography of North America (3) Physical and cultural geography of North America with emphasis on the United States.

Geology (SGEL)

101. Physical Geology (4) Methods and procedures of science for interpretation of the earth. The natural processes and their products—the minerals, rocks, fossils, structure and surface forms of the earth are considered. Emphasis is placed on the interplay between hypothesis, experiment, and observable fact which characterize productive physical science. Three class and three laboratory hours per week.

102. Historical Geology (4) The practice of geology as an historical science with emphasis on the methods of analysis, nature of the record, and guiding principles that have allowed geologists to decipher the history of the earth. Three class and three laboratory hours per week.

103. Environmental Earth Science (4) Analysis of the basic energy cycles of the earth the interaction of human activity with earth processes to affect the environment. Three class and three laboratory hours per week.

120. Geology of the Southeast (3) Investigation of the geological processes responsible for the land forms and natural resources of the southeastern United States. Three class hours per week and field trips are required.

121. Geology of North America (3) Analysis of the geological history and development of the North American landmass, regions, and resources. Comparison of similarities among regions, though formed at widely separated periods in earth history, will be emphasized. Three class hours per week and field trips are required.

131. Earth Resources (3) Mineral, earth and water resources, with particular attention to their occurrence and use, and the interaction between geology and economics as limiting factors on resource development. Three class hours per week and field trips are required.

310. Paleobiology (4) Taxonomy and morphology of fossil organisms. Three class and three laboratory hours per week. Prerequisite: Geology 102 or Biology 102 or consent of instructor.

German

See Foreign Languages.

Government and International Studies (SGIS)

140. Model United Nations (1) The organization and functioning of the United Nations. Course enrollment is limited to students participating in the Model United Nations and consent of the instructor. May be taken no more than three times.

141. South Carolina Student Legislature (1) The organization and functioning of the South Carolina General Assembly. Course enrollment is limited to students participating in the South Carolina Student Legislature and consent of the instructor. May be taken no more than three times.

201. American National Government (3) The formation and development of the national government, its organization and powers.

Note: *Government and International Studies 201 must be completed prior to enrolling in upper division government and international studies courses.*

210. Research Methods in Political Science (3) Various approaches to the rigorous study of political phenomena. The emphasis is upon the critical thinking and evaluative skills necessary to the understanding of politics. Among the techniques to be considered are surveys, charts and graphs, case studies, and statistical summaries.

301. Introduction to Political Science (3) An introduction to ideas important in the study of politics. Topics include the concept of power and the nature of the state as seen in the ideologies of totalitarianism, fascism, socialism, communism, liberalism, and pluralism.

310. International Politics (3) An introduction to the basic factors influencing nation-state behavior in the world: the nation-state system, nationalism and imperialism, national power, and the present world crisis. The role of the United States in the world community is emphasized.

315. Theories of International Relations (3) The ideas and works of leading theorists of international relations. Stress is placed on the special role these theories and theorists have played and continue to play in shaping and guiding the policies of statesmen.

320. Comparative Politics (3) An introduction to the analysis of the major types of political systems utilizing examples drawn from democratic, communist, and underdeveloped nation-states. Problems, approaches, and methods associated with the comparative field are emphasized.

326. Middle East Politics (3) Comparative study of political processes within Middle Eastern countries and their relations with other states, particularly the United States. Prerequisite: Government and International Studies 201

327. East Asian Politics (3) Comparative study of political processes within East Asian countries and their relations with other countries, particularly the United States. Prerequisite: Government and International Studies 201

330. International Organizations (3) An introduction to the structure and functions of international political and economic organizations. Particular attention is given to the United Nations and its specialized agencies and to emerging regional communities.

340. United States Foreign Policy (3) Formulation of American foreign policy, problems of security, trade, and diplomacy. Policies related to specific nation-states and regions will be emphasized.

360. American Political Parties (3) The functions, history, and future of political parties in the United States. Emphasis is on the development of political parties and the consequences of that development upon the party as an organization, the party as an electorate, and the party in the government.

361. Political Behavior (3) Political participation in the United States through such activities as interest groups, political protest, contacting officials, voting, running for office. Who participates and why, and the consequences of participation for policy decisions and for society are also examined.

363. Southern Politics (3) Selected political patterns and trends within the eleven states of the American South including historical developments since 1950.

364. State and Local Government (3) (= Criminal Justice 364) The institutions, functions, policy making processes, and politics of state and local governments including an examination of the relations between state and local government and the relations between state and local government and the national government.

370. Introduction to Public Administration (3) (= Criminal Justice 370) The basic principles and theory of administrative structure, responsibility, and control in relation to policy making in the modern state.

374. Introduction to Public Policy (3) Social, political, and technical forces in policy making including various theories of public policy and inquires into selected policy areas. Current policy issues are included and integrated into the larger theories of decision making.

385. American Political Thought (3) A survey of American political theorists from the colonial period to the present with an examination of the social, cultural, historical, and scientific developments that have contributed to the nature of American political thinking.

399. Independent Study (1-6)

401. Ancient Political Thought (3) A survey of political theories through an examination of political philosophers from the Greeks to the Renaissance and Reformation.

402. Modern Political Thought (3) A theoretical treatment of the purposes and functions of the state through an examination of political philosophers from Machiavelli to Hegel.

445. National Security Policy (3) Foreign policy institutions, processes, and objectives from the perspective of their role in the formulation and implementation of U.S. national security policy. Included are the evolution of strategic doctrine, alliances, the economics of defense spending, and the relationship between national and international security interests.

452. The Judicial Process (3) (= Criminal Justice 452) The growth of law, the lawmaking of the courts, the structure and organization of federal and state courts, the procedures involved in civil and criminal cases, and the problems and proposals for reform in the administration of justice.

460. International Law (3) History and basic principles of law among nation-states. Emphasis is upon the scope of international law and the extent to which law shapes the behavior of international actors.

462. The Legislative Process (3) Structure, organization, powers, functions, and problems of legislative bodies.

463. The American President (3) The constitutional powers and political roles of the president with lesser emphasis upon state governors. Emphasis is placed on the chief executive and administration, executive relationships with legislatures, and party and popular leadership by the executive.

491. Topics in Government and International Studies (1-3) May be repeated once as topics change.

495. Political Science Internship (1-6) Supervised work experience in a political or governmental environment. A minimum of three hours work per week is required for each credit hour. Students are required to meet periodically with the supervising faculty member. Prerequisites: junior or senior standing and consent of the instructor. Students are limited to a maximum of six hours combined from Government and International Studies 495 and 496.

496. Public Administration Internship (1-6) Supervised work experience in a public administration environment. A minimum of three hours work per week is required for each credit hour. Students are required to meet periodically with the supervising faculty member. Prerequisites: junior or senior standing and consent of the instructor. Students are limited to a maximum of six hours combined from Government and International Studies 495 and 496.

500. Senior Seminar (3) (= History 500) Exploration, at an advanced level, of issues, topics, and dilemmas in both the subject matter and the professions of history and government with emphasis on research and oral presentation of research findings. The specific topics covered in the course vary depending upon the instructor. Prerequisite: 12 hours of government and international studies at the 300-level or above, or consent of instructor. Interdisciplinary studies students may meet prerequisites with 12 hours of history, government and international studies, or a combination, at the 300-level or above, or consent of instructor.

550. Constitutional Law (3) The evolution of governmental powers focusing on the judiciary, the presidency, congress, the states, and intergovernmental relations.

551. Civil Rights and Civil Liberties (3) (= Criminal Justice 451) Freedom of religion, freedom of speech and association, due process, equal protection, and criminal procedure.

571. Public Financial Administration (3) Principles and practices of financial administration including organization, budgeting, assessment, treasure management, and debt.

572. Public Personnel Management (3) Fundamental principles of personnel organization and administration, including an analysis of personnel techniques.

Health Education (SHED)

170. First Aid (2) Instruction leading to basic certification in standard first aid and cardiopulmonary resuscitation.

221. Personal and Community Health (3) Application of current principles and facts pertaining to healthful, effective living. Personal health problems and needs of a student in matters of personal hygiene, mental, sexual, nutritional, safety, environmental, wellness, and drug education.

331. Health and Education for the Elementary School Child (2) Methods and materials for elementary schools. Integration and correlation of materials with school subjects at both primary and intermediate grade levels.

400. Wellness: Diagnosis and Prescription (3) Assessment techniques, theoretical frameworks, and methodology used in the diagnosis of an individual's level of wellness. An interpretation of the diagnoses is used to develop individual programs.

434. Health Education (3) Methods of teaching health with special emphasis on the relationship of health to physical education. Health service, healthful school living, and methods and materials of teaching health are included. Prerequisites: Health Education 221, Biology 232 and Biology 242.

History (SHST)

101, 102. Introduction to European Civilization (3,3) A survey of the rise and development of European civilization from its Mediterranean origins to 1648 and from 1648 to the present.

110. Introduction to American History (3) An interpretation of the major characteristics of American society and the forces which have influenced its evolution from its American Indian origins to thirteen colonies to industrial-based world power.

111. Introduction to Western Civilization (3) A survey of the major developments and characteristics of western civilization in Europe and the Americas, with major emphasis upon the period from the Renaissance to the present.

112. An Introduction to Non-Western Civilizations (3) A survey of the major developments and characteristics of non-western civilizations and cultures in Asia, Africa, and the Americas.

201, 202. History of the United States (3,3) A general survey of the United States from the era of discovery to the present, emphasizing major political, economic, social, and intellectual developments.

> ***Note:** the prerequisite for all upper division history courses is any 100 or 200 level history course or the consent of the instructor.*

316. Nineteenth Century Europe (3) Political, economic, social, and cultural changes in Europe in the nineteenth century.

317. Europe from World War I to World War II (3) The history of Europe from World War I to World War II.

318. Europe from World War II to the Present (3) The history of Europe from World War II to the present.

320, 321. The History of Great Britain (3,3) The political, economic, social, and cultural development of England from Anglo-Saxon times to the Glorious Revolution and from the Glorious Revolution to modern times.

325. England under the Tudors, 1485-1603 (3) Political, cultural, and intellectual life during the English Renaissance and Reformation.

326. England under the Stuarts, 1603-1714 (3) Political, intellectual and cultural developments from James I to Queen Anne.

327. Great Britain under the Hanoverians, 1714-1815 (3) Constitutional developments in the 18th century, the Whig ascendancy, the impact of the industrial, American, and French Revolutions, and Britain's rise to world power.

328. Nineteenth Century Britain, 1815-1900 (3) The political, economic, and social history of Great Britain and Ireland in the Victorian Age.

340. The New South, 1865-1946 (3) Reconstruction, the Bourbon era, agrarian revolt, industrial revolution, racial problems, and the changes resulting from the impact of two World Wars and the New Deal.

341. Germany since 1914 (3) The First World War, the Weimar Republic, the Third Reich, development of East and West Germany, and reunification.

344. History of Russia (3) Russia and the Soviet Union since 1900, including political, economic, social, and cultural developments.

351. Africa to 1800 (3) Traditional culture, early civilizations, rise of Islam, Sudanic empires, and the slave trade era.

352. Africa since 1800 (3) Commercial and religious revolutions of the 19th century, partition, colonial rule, post-independence, and South Africa.

356. History of China (3) The cultural, economic, social, and political development of China with emphasis on the transformation of traditional Chinese society from 1644 to the present.

357. History of India (3) The cultural, economic, social, and political development of India with emphasis on Hindu and Islamic influences, the rise of nationalism during the period of British rule, and post-independence India.

358. History of Japan (3) The cultural, economic, social, and political development of Japan with emphasis on the transformation of traditional Japanese society from 1600 to the present.

359. The Vietnam War (3) The causes, major events, and impact of the Vietnam War viewed in a cross-cultural context.

364. The Expansion of Europe to 1800 (3) European political, economic, and cultural expansion outside of Europe; the establishment of colonial and commercial empires.

365. The Expansion of Europe since 1800 (3) The era of free trade, the new imperialism, twentieth-century colonialism, the rise of nationalism, and independence.

399. Independent Study (1-6)

402. The New Nation, 1789-1828 (3) The new republic and the developing democratic spirit in politics and culture.

403. The Sections and the Nation, 1828-1860 (3) The cultures of the East, the South, and the West, their interactions, and the events leading to the Civil War.

404. Civil War and Reconstruction, 1860-1877 (3) The political, military, and social history of the war and the reorganization which followed.

405. The Rise of Industrial America, 1877-1917 (3) A survey of recent United States history with emphasis on the economic, social, and literary developments from 1877 to 1917.

406. The United States and a World at War, 1917-1945 (3) A survey of the political, economic, social, and cultural developments of the period.

407. United States History since 1945 (3) A survey of the political, economic, social, and cultural developments of the period after World War II.

411. History of South Carolina, 1670 to the Present (3) The origins and development of South Carolina from colonial times to the present with emphasis on the unique role the state played in the nation's history.

416. African-American History, 1619-1865 (3) The African background and the social, economic, political, and intellectual experiences of African-Americans until the end of the Civil War.

417. African-American History, 1865 to the Present (3) The social, economic, political and intellectual experiences of African-Americans from Reconstruction to the present.

420. Latin America, 1500-1830 (3) Indigenous cultures, the Spanish and Portuguese presence in the Caribbean, South America, and Mesoamerica through independence.

421. Latin America, 1830 to the Present (3) (=Sociology 421) The national period after 1830, the struggles over political unity, social harmony, and economic growth.

431. Mexico since 1910 (3) The Mexican Revolution, modernization, one party democracy, and international debt.

493, 494, 495. Topics in History (3,3,3) Reading and research on selected historical subjects.

500. Senior Seminar (3) (= Government and International Studies 500) Exploration, at an advanced level, of issues, topics, and dilemmas in both the subject matter and the professions of history and government with emphasis on research and oral presentation of research findings. The specific topics covered in the course vary depending upon the instructor. Prerequisite: 12 hours of history at the 300 level or above, or consent of instructor. Interdisciplinary studies majors may meet prerequisites with 12 hours of history, government and international studies, or a combination, at the 300 level or above, or consent of instructor.

Honors (SHON)

297 a, b, c. Honors Seminar (3) Topics selected to meet faculty interest.

397 a, b, c. Honors Seminar (3) Topics selected to meet faculty interest.

Japanese

See Foreign Languages.

Journalism (SJOU)

301. Survey of Mass Communications (3) Survey of the principles, philosophies, policies, and practices of the mass media with an overview of the print media, the broadcast media, and advertising/public relations. Prerequisite: English 102.

302. History of Journalism (3) The development of mass media from the colonization of America to the present. The interrelationships between print media and American social, cultural, economic, and political issues are explored, with some examination of how these interrelationships influenced the development of twentieth century non-print media. Prerequisite: English 102.

303. Law and Ethics of the Mass Media (3) South Carolina and federal law as it relates to mass communications, and the ethics of the journalistic profession.

310. Mass Media and Society (3) How mass media function and influence today's world. The interaction of mass media and contemporary culture is explored through an analysis of media examples. Prerequisite: English 102.

325. Speech for Radio and Television (3) (=Speech 325) Principles, standards and skills for broadcast speech in varied formats. Focus areas include pronunciation, enunciation, rate of delivery, pitch, inflection, and use of appropriate terminology in scripted and ad lib delivery. Prerequisites: Speech 201 and 340.

326. Motion Picture and Video Techniques (3) Production techniques used in preparing film and videotape. Prerequisite: Journalism 301.

328. Public Relations and Persuasion (3) An analysis of the influencing of public opinion by business, government, consumer groups, minorities, environmentalists, and others.

333. Newswriting and Reporting (3) Practices in print journalism. Using typewriters or word processors, students prepare copy in class against set deadlines. Prerequisites: Journalism 301 or consent of instructor, and typing proficiency.

334. Writing for Broadcasting (3) Writing commercials, news stories, interview programs, documentaries for radio, television and film. Using typewriters or word processors, students prepare copy in class against deadlines. Prerequisites: Journalism 301 or consent of instructor, and typing proficiency.

335. Advanced Newswriting and Reporting (3) Focus on producing specialized articles on topics selected from such areas a public or community affairs, business, science, sports, medicine, and education. Using typewriters or word processors, students prepare copy in class against set deadlines. Prerequisite: Journalism 333.

398. Special Topics in Journalism (3) A specific area or media field is explored relating to the professional responsibilities of the journalism student looking toward the career marketplace. Prerequisite: Journalism 301.

424. History of American Broadcasting (3) The American system of broadcasting, with emphasis on the chronological, structural, economic, social, and cultural development of radio and television. Prerequisite: English 102.

430. Radio and Telecommunications Management (3) Procedures, problems, and concerns relating to the administration and management of radio and television stations and systems. Prerequisite: English 102.

Logic (SLGC)

205. Introduction to Logic and Rhetoric (3) (= University 301) The identification and evaluation of reasoning as it occurs in natural language uses. The techniques of careful reading and clear writing are demonstrated through the production of critical essays. Two lecture and one laboratory hour per week. Prerequisite: English 102.

207. Deductive Logic (3) An examination of deductive arguments through the use of Aristotelian logic and propositional logic.

208. Inductive Logic (3) The nature of arguments expressing inductive inferences. Included are the problem of induction, the probability calculus, the logic of experimentation, statistical inference, and decision-making models. Prerequisite: Logic 205 or consent of instructor.

307. Advanced Symbolic Logic (3) Advanced study of formal logic using propositional logic and predicate calculus. Prerequisite: Logic 207 or consent of instructor.

Mathematics (SMTH)

Note: The appropriate entry level in mathematics is determined by the student's intended major and a mathematics placement examination given to all entering students. Students who do not demonstrate competence equivalent to high school Algebra I on the mathematics placement examination should enroll in Mathematics 098. Those who demonstrate competence at the Algebra I level should enroll in Mathematics 099.

Majors in the natural or computer sciences or mathematics who (1) have completed three years of college preparatory mathematics and have demonstrated competence on the mathematics placement examination; or (2) have successfully completed Mathematics 099, should enroll in Mathematics 121, 126, or 127 as appropriate. Students who have demonstrated competence in college algebra can take Mathematics 127 to meet the calculus prerequisite. Those who need both college algebra and trigonometry have the option of taking Mathematics 121 or 126, and Mathematics 127. Upon successful completion of one of the precalculus options, students should enroll in Mathematics 143. Those who have completed four years of college preparatory mathematics, including trigonometry, and have demonstrated competence on the mathematics placement examination, should enroll in Mathematics 143.

Students not majoring in the natural or computer sciences, who have successfully completed high school Algebra I and II, and have demonstrated competence on the mathematics placement examination, should enroll as follows: business administration majors in the Mathematics 121, 122 sequence; elementary education majors in Math-

ematics 120 or 121, and Mathematics 301 in sequence; other majors in a course numbered 120 or above as determined by their advisers.

098. Algebra I (3) The real number system and its properties, polynomials, rational expressions, first degree equations and inequalities, exponents, roots, and radicals; the reading, analyzing, and solving of word problems. Students are required to take a departmental final exam. This course may not be used for degree credit.

099. Algebra II (3) Exponents, roots, radicals, linear and quadratic equations, inequalities, systems of equations, exponentials and logarithms, concepts of functions; the graphing of linear, quadratic, exponential, and logarithmic functions; the reading, analyzing, and solving of word problems. Students are required to take a departmental final exam. This course may not be used for degree credit.

120. College Mathematics (3) Basic concepts of elementary algebra, subsets of the Cartesian plane; rational, exponential, and logarithmic functions, arithmetic and geometric series; simple and compound interest, annuities; fundamentals of probability and statistics. Only one of Mathematics 120, 121 and 126 may be used to satisfy a mathematics requirement for general education or major credit. Prerequisites: appropriate score on placement test and high school Algebra I and II; or Mathematics 099.

121. College Algebra (3) Equations and inequalities, graphing, polynomial, rational, exponential, logarithmic, and other functions; matrices and systems of equations. Only one of Mathematics 120, 121 and 126 may be used to satisfy a mathematics requirement for general education or major credit. Prerequisites: appropriate score on placement test and high school Algebra I and II; or Mathematics 099.[1]

122. Calculus for Management and Social Sciences (3) Derivatives and integrals of elementary algebraic, exponential and logarithmic functions; maxima, minima, rate of change, area under a curve, and volume. Problems and examples are drawn from a variety of areas which include economics, psychology, biology, geography, and geology. Prerequisite: Mathematics 120, or 121, 126, or eligibility for exemption from Mathematics 121.

126. Precalculus I (3) Subsets of the real number line; polynomial, rational, absolute value, exponential and logarithmic relations and functions. Only one of Mathematics 120, 121 and 126 may be used to satisfy a mathematics requirement for general education or major credit. Prerequisites: appropriate score on placement test and three years of college preparatory mathematics.[1]

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[1] *Mathematics 121 and 127 can be taken by students planning to take Mathematics 143, but those students are strongly advised to take Mathematics 126 and 127.*

127. Precalculus II (3) Trigonometric functions, trigonometric identities, solution of equations and triangles, inverse trigonometric functions, vectors, polar coordinates; analytic geometry. Prerequisites: appropriate score on placement exam and three years of college preparatory mathematics.

143. Calculus I (3) Brief review of real numbers, sets, inequalities, absolute value, elementary analytic geometry; functions, limits, continuity, the derivative, and differentiation with applications in the natural sciences and engineering. A computer laboratory is included. Prerequisites: appropriate score on placement test and four years of college preparatory mathematics including trigonometry; or Mathematics 126 and 127.

144. Calculus II (3) Definite and indefinite integrals, techniques of integration, improper integrals, application of integration. A computer laboratory is included. Prerequisite: Mathematics 143.

174. Elements of Discrete Mathematics (3) Basic topics from the study of matrices, combinatorics, recursion, graphs, trees, finite automata, Boolean algebra, and formal languages. Prerequisite: high school precalculus mathematics, or Mathematics 126 or equivalent, or consent of the instructor.

198. Seminar in Strategies of Problem Solving (1) An introduction to mathematical probing and experimentation in problem solving; the principle of mathematical induction, various strategies of problem solving emphasizing analysis, exploration, and verification of results. Attention is also given to the language and logic necessary for the communication of the solution of a problem. Prerequisite or corequisite: Mathematics 143.

201. Elementary Statistics (3) The fundamentals of modern statistical methods, descriptive and inferential statistics, probability and sampling; primarily for students in fields other than mathematics who need a working knowledge of statistics. Prerequisites: high school Algebra I and II, or equivalent.

243. Calculus III (3) Parametric equations, geometry of three-dimensional space; polar, cylindrical and spherical coordinates; partial differentiation; multiple integration. Prerequisite: Mathematics 144.

244 Calculus IV (3) Advanced techniques of integration; infinite sequences and series; vector calculus; introduction to differential equations. Prerequisite: Mathematics 243.

245. Elementary Differential Equations (3) Ordinary differential equations of first order, higher order linear equations, Laplace transform methods, series methods; numerical solutions of differential equations; applications to the physical sciences and engineering. Knowledge of FORTRAN or BASIC programming is desirable. Prerequisite: Mathematics 243.

301. Basic Concepts of Elementary Mathematics (3) The meaning of number, fundamental operations of arithmetic, the structure of the real number system and its subsystems, elementary number theory. Open only to students in early childhood and elementary education. Prerequisite: Mathematics 120 or 121 or consent of the instructor.

302. Basic Concepts of Elementary Mathematics (3) Informal geometry and basic concepts of algebra. Open only to students in early childhood and elementary education. Prerequisite: Mathematics 301.

315. Statistical Methods I (3) Concepts and methods of statistics with emphasis on applications for those who desire a working knowledge of statistics; review of probability, sampling, and descriptive statistics; study of estimation of population parameters, testing statistical hypotheses, regression and correlation, and non-parametric statistical tests. Prerequisite: Mathematics 201, or Mathematics 143, or Economics 291, or Sociology 230, or Psychology 225, or consent of the instructor.

350. Mathematical Structures and Proof (3) Topics in set theory, logic, elementary application of logic, methods of mathematical proofs, equivalence relations and partial orderings, functions and mappings, and number systems. Prerequisite: Mathematics 243.

399. Independent Study (1-9)

512. Probability and Statistics (3) Sample spaces and probability, conditional probability and independence, discrete and continuous random variables, probability distributions, expectations, correlation, sampling and sampling distributions, interval and point estimation, the law of large numbers, limiting distributions, and order statistics. Prerequisite: Mathematics 243 or consent of the instructor.

516. Statistical Methods II (3) Experimental design, analysis of variance, analysis of covariance, multiple linear regression, and curvilinear regression. Prerequisite: Mathematics 315 or consent of the instructor.

520. Differential Equations II (3) Approximate methods of solving first-order equations, Laplace transforms, the theory of first- order equations, the theory of linear differential equations, Sturm-Liouville problems and Fourier series, and nonlinear differential equations or partial differential equations. Prerequisite: Mathematics 245 or consent of the instructor.

531. Foundations of Geometry (3) Geometry as a logical system based upon postulates and undefined terms; fundamental concepts and relations of Euclidean geometry developed rigorously on the basis of a set of postulates; some topics from non-Euclidean geometry. Prerequisite: Mathematics 350 or consent of the instructor.

534. Elements of General Topology (3) Elementary properties of sets, functions, spaces, separation axioms, compactness, completeness, convergence, connectedness, embedding and extension theorems, metric spaces, and compactification. Prerequisite: Mathematics 244 or 350, or consent of the instructor.

544. Applied Linear Algebra (3) Matrix algebra, vector spaces, subspaces, basis and dimension, linear transformations, similarity of matrices, eigenvalues and eigenvectors, and diagonalization. Prerequisite: Mathematics 350 or consent of the instructor.

546. Algebraic Structures (3) Sets, mappings, equivalence relations, elementary properties of semigroups, groups, rings, fields. Prerequisite: Mathematics 350 or consent of the instructor.

550. Theory of Discrete Mathematics (3) Topics selected from theoretical Boolean algebra, algebraic structures, theory of computing, advanced set theory, and recursive functions. Prerequisites: Mathematics 243, or both 144 and 174, or consent of the instructor.

552. Complex Variables (3) Complex numbers and functions, complex integration, Taylor and Laurent series, residues, and conformal mapping. Prerequisite: Mathematics 350 or consent of the instructor.

554. Real Analysis I (3) Real number system; functions, sequences and series; limits; continuity; differentiation; metric spaces and topology. Prerequisite: Mathematics 350 or consent of the instructor.

555. Real Analysis II (3) Properties of differentiable functions, implicit function theorem, inverse function theorem, and theory of integration. Prerequisite: Mathematics 554.

560. Numerical Analysis I (3) (= Computer Science 560) Difference calculus; direct and iterative techniques for matrix inversion; eigenvalue problems; numerical solutions of initial value problems in ordinary differential equations; stability; error analysis; laboratory applications. Prerequisites: Mathematics 245, 544, and programming competency.

598. Topics in Mathematics (3) Intensive study in an area of pure or applied mathematics such as mathematical modeling. Topics are selected to meet current faculty and student interest. Prerequisite: Mathematics 243 and consent of the instructor.

599. Seminar in Mathematics (3) Recent developments in pure and applied mathematics at an advanced level; ethical issues; and experience in research and oral presentation. Prerequisite: senior standing. Prerequisites or corequisites: Mathematics 543 and 544 and either 315 or 512.

Military Science (SMIL)

Note: Military Science offers a Basic Program and an Advanced Program. Satisfactory completion of six semester hours in the Basic Program, 90 contact hours in ROTC activities, substitute military experience, or three years of JROTC may qualify the student for the Advanced Program. Successful completion of the Advanced Program, together with a college degree, qualifies the graduate for either a Reserve or Regular commission as a Second Lieutenant in the U.S. Army. Advanced Program students are required to participate in the weekly Military Science Lab. Students in the Basic Program are encouraged to participate in the department's adventure training.

Basic Program

111. Introduction to ROTC and Marksmanship (1) Orientation of students to military rank structure and army organization, as well as an introduction to basic rifle marksmanship, assembly and disassembly of military weapons, rifle range safety, and familiarization with selected weapons currently used by the U.S. Army. Laboratory at instructor's discretion.

112. Introduction to ROTC and Mountaineering (1) Understanding the military system, the Army's role in conjunction with the National Guard and Reserve, and the Soviet threat. Mountaineering skills are introduced. Laboratory required.

211. Basic Military Skills I (2) Fundamentals of first aid; communications; nuclear, chemical, and biological warfare; and leadership. Laboratory required.

212. Basic Military Skills II (2) Physical readiness training, basic map reading, U.S. Army weapons, military aircraft, and marksmanship. Laboratory required.

Advanced Program

301. Military Science (3) Map reading and navigation; identification of the duties of each member of a rifle squad; the techniques used in tactical movement; the operation of equipment found in a platoon; basic first aid to include CPR. and nuclear, biological, and chemical (N.B.C.) treatment; and communications training to include radio-telephone procedures for PRC-77 Radio, TA-312 telephone, and C.E.O.I. Laboratory required.

302. Military Science (3) Nuclear, biological, and chemical treatment, first aid, communications, L.A.W., Claymore, calls for fire, M16, M60, and P.O.W. processing. Branches of the Army are presented, map reading is reviewed and pre-camp briefings are conducted. Laboratory required.

401. Military Science (3) The U.S. Army training management system, ethics and professionalism, command and staff functions, military briefings, the information paper, military justice, the law of war, and Army logistics. Students plan and conduct weekly leadership laboratories and a field training exercise for Military Science 301 students. Laboratory required.

402. Military Science (3) Personnel management, counseling, military correspondence, planning of meetings, military intelligence, Army customs and courtesies, training management, and 20th century American military history. Students plan and conduct weekly leadership laboratories and two field training exercises for Military Science 302 students. Laboratory required.

Music

Music Education (SMUE)

354. Music for Elementary and Middle Schools (2) The integration of music into the early childhood and elementary curriculum; and music as an approach to personal expression, cultural heritage, aesthetic perception, and critical analysis. Two lecture and one laboratory hour per week.

Music History and Literature (SMUS)

110. Introduction to Music (3) Comprehensive appreciation of music through intelligent listening to representative masterpieces of the various periods of musical composition. Music is correlated to other arts and suitable books and musical materials are recommended for teachers. No previous study of music is required. Three class and one laboratory hour per week.

> *Note: Credits for participation in Band, Gospel Music Workshop, University Chorus, and/or Contemporary Music Workshop may be counted up to a maximum of four semester hours as applicable to the student's program of study.*

127. Band (1) Directed performance of standard band literature. Prerequisite: Performance ability commensurate with music to be performed.

128. Gospel Music Workshop (1) The directed performance of traditional and contemporary gospel music. No audition or prior experience is necessary.

129. University Chorus (1) Large or mixed choir. No audition or previous experience necessary.

130. Music Workshop (1) Music fundamentals for composers, arrangers, and performers.

155, 156, 157, 158. Group Piano (2,2,2,2) Piano technique including sight-reading, rhythmic studies, and piano literature from simple to advanced. The individual needs of students are considered in the levels of materials studied and performed.

165, 166, 167, 168. Class Voice (2,2,2,2) Vocal technique including tone production, diaphragmatic breathing, technical studies, and song literature. The individual needs of students are considered in the levels of material assigned and performed.

301. Selected Topics in Music (3) Reading and research on selected topics in music.

Nursing

Nursing (SNUR)

Note: SNUR 301 and SNUR 302 are open to all students.

301. Nutrition (3) Nutritional needs across the life span and related strategies for promotion and maintenance of health. Concepts include nutrients, food groups, nutritional guidelines, sociocultural influences, nutritional assessment, basic nutritional counseling, and common diet modifications. Prerequisites: Biology 242 or consent of instructor; Chemistry 102; for ADN students, completion of the School of Nursing Chemistry Module by the third week of the semester is recommended.

302. Pharmacology (3) Therapeutic effects of medication on the client system, including principles of drug action and effects, pharmacotherapeutics, drug dosage computation, and drug administration. Prerequisites: Biology 242 or consent of instructor; Chemistry 102; for ADN students, completion of the School of Nursing Chemistry Module by the third week of the semester is recommended.

371. Transition to Home Care Nursing (4) Identification and analysis of major trends in home health care and issues which affect nursing care of clients in the home setting.

371L. Transition to Home Care Nursing Practicum (4) Clinical application of principles of home care nursing. Prerequisite: Current RN license. Corequisite: SNUR 371.

Associate Nursing (SANU)

101. Fundamentals of Nursing (4) Concepts and abilities basic to the practice of nursing. The nursing process is introduced as a framework for clinical decision making in identifying and meeting basic human needs. Prerequisite: Admission to the ADN program. Corequisite: SANU 101P. Prerequisite or corequisite: Biology 242.

101P. Fundamentals of Nursing Practicum (3) Application of the nursing process as a framework for clinical decision making. Clinical experiences are provided with individual patients with chronic and long-term alterations in health. Corequisite: SANU 101. Prerequisite or corequisite: Biology 242. Pass/fail credit.

103L. Nursing Skills Laboratory (1) Development of competency in complex nursing skills in a campus laboratory setting. Physical, psychosocial, and cultural assessment skills are developed. Prerequisites: SANU 101, 101P, and Biology 242. Corequisite: SANU 104. Prerequisite or corequisite: Psychology 302. Pass/fail credit.

104. Nursing Care of Adults I (3) Foundational concepts for the nursing care of adults with acute and chronic health care needs, utilizing the nursing process as a framework for decision making. Prerequisites: SANU 101 and 101P. Corequisite: SANU 103L, 104P. Prerequisite or corequisite: Psychology 302.

104P. Nursing Care of Adults I Practicum (3) Clinical application of foundation concepts for the nursing care of individual adults with acute and chronic health care needs. The nursing process is utilized for clinical decision making. Prerequisites: SANU 101 and 101P. Corequisites: SANU 103L, 104, and 106. Prerequisite or corequisite: Psychology 302. Pass/fail credit.

107. LPN to RN - Transition (1) Concepts and theories of basic nursing practice, including program orientation, selected skills and nursing process. Students successfully completing this course will receive credit for SANU 101, 101P and 103L. Prerequisites: Admission to the ADN Program, verification of licensure as an LPN. Pass/fail credit.

> *Note: Before enrolling in SANU 201-206, students must satisfactorily complete SANU 101, 101P, 103L, 104, 104P, 105, 106, and Psychology 302.*

201. Nursing Care of Adults II (3) Theoretical concepts for the nursing care of adults with acute and chronic health care needs, incorporating the nursing process as a framework for decision making. Co-requisites: SANU 201P and Biology 330.

201P. Nursing Care of Adults II Practicum (1) Clinical application of the theoretical concepts for the nursing care of adults with acute and chronic health care needs, utilizing the nursing process for clinical decision making. Individual patient care in acute care settings. Corequisites: SANU 201 and Biology 330. Pass/fail credit.

202. Nursing Care of Adults III (3) Theoretical concepts for the nursing care of adults with acute and chronic health care needs, incorporating management principles. The nursing process is used as a framework for decision making. Prerequisite: SANU 201 and 201P. Corequisite: SANU 202P and 206.

202P. Nursing Care of Adults III Practicum (3) Clinical application of theoretical concepts of nursing care of adults with acute and chronic health needs, utilizing the nursing process for clinical decision making. Coordination and management of care for a group of patients in acute care settings is emphasized. Prerequisite: SANU 201 and 201P. Corequisite: SANU 202 and 206. Pass/fail credit.

203. Nursing Care of the Childbearing Family (3) Theoretical concepts of maternal and newborn health care needs, with emphasis on the family unit. The nursing process is used as a framework for decision making. Corequisite: SANU 203P.

203P. Nursing Care of the Childbearing Family Practicum (1) Clinical application of theoretical concepts of maternal and newborn health care needs, with emphasis on the family unit. The nursing process in used for clinical decision making in providing individual and family care in acute care settings. Corequisite: SANU 203. Pass/fail credit.

204 Nursing Care of Children (3) Theoretical concepts for meeting the health care needs of children from infancy through adolescence, incorporating the nursing process as a framework for decision making. Corequisite: SANU 204P.

204P Nursing Care of Children Practicum (1) Clinical application of theoretical concepts in meeting health care needs of children from infancy through adolescence, utilizing the nursing process for clinical decision making. Clinical experiences are provided in acute care and community settings. Corequisite: SANU 204. Pass/fail credit.

205. Mental Health Nursing (3) Theoretical concepts of mental health nursing, focusing on the dynamics of mental health/mental illness, and the needs of patients with alterations in mental health. Incorporates the nursing process as a framework for decision making. Corequisite: SANU 205P.

205P. Mental Health Nursing Practicum (1) Clinical application of theoretical concepts in meeting mental health care needs across the life span, incorporating the nursing process for clinical decision making. Clinical experiences with individuals and groups in acute care and community settings. Corequisite: SANU 205. Pass/fail credit.

206. Contemporary Issues in Nursing (2) The profession of nursing, and career opportunities; patterns of organized nursing services; legal, professional, and ethical nursing issues; and the nurses's responsibility to the profession and society. Prerequisite: SANU 201. Corequisites: SANU 202, 202P.

Baccalaureate Nursing (SBSN)

Note: SBSN 200 is open to all students.

200. Introduction to Nursing (3) Concepts and theories basic to professional nursing and health. Prerequisite: sophomore standing.

310. Health Assessment (2) Theory, techniques, and expansion of nursing assessment to include a beginning proficiency in obtaining a client history and performing a comprehensive assessment of the healthy individual system. Normal findings and selected common variations are explored. Prerequisite: SBSN 200, Biology 242, 330, 370, Chemistry 102, Psychology 302. Corequisite: SBSN 310L or consent of instructor.

310L. Health Assessment Practicum (1) Application of theory and techniques of nursing skills used in comprehensive assessment of healthy individual systems. Detection and description of normal findings and selected common variations are included. Two campus laboratory hours per week. Corequisite: SBSN 310.

311. Basic Nursing Practice (4) Principles, concepts, and skills essential for application of the nursing process to assist adult client systems, having common health disequilibriums, to meet their basic needs. Prerequisite or corequisite: SBSN 301, 302, 310, 310L. Corequisite: SBSN 311L.

311L. Basic Nursing Practicum (4) Application of nursing process with adult client systems, having common health disequilibriums, utilizing basic principles, concepts, and skills. Campus laboratories provide for acquisition of knowledge and psychomotor skills, while selected health care settings provide for the application of knowledge and skills to implement basic nursing care. Eight laboratory hours per week. Corequisite: SBSN 311.

331. Nursing of Adults (4) Use of nursing process with adult client systems having selected acute and chronic physiological disequilibriums. Prerequisite: SBSN 301, 302, 310, 310L, 311, 311L.

331L. Nursing of Adults Practicum (4) Application of nursing process with adult client systems, having acute or chronic physiological disequilibriums, in selected health care settings. Eight laboratory hours per week. Corequisite: SBSN 331.

341. Nursing of Childbearing and Childrearing Families (4) Use of nursing process to assist parent, child, and family systems to achieve and/or maintain dynamic health equilibrium. Prerequisite: SBSN 301, 302, 310, 310L, 311, 311L. Corequisite: SBSN 341L.

341L. Nursing of Childbearing and Childrearing Families Practicum (4) Application of nursing process with parent, child, and family systems in selected health care settings. Eight laboratory hours per week. Corequisite: SBSN 341.

350. Concepts of Professional Nursing (3) Systems theory, family theories, nursing theories, nursing process, roles, and professional practice issues relating to health equilibriums of individual and family systems. Prerequisite: admission to the RN completion track.

411L. Nursing Internship (4) A guided practicum experience utilizing clinical decision making and skills in a health care setting. Prerequisites: SBSN 331, 331L, 341, 341L.

431. Complex Nursing Practice (3) Expansion of decision making in nursing process with client systems experiencing acute and/or life-threatening disequilibriums. Prerequisite: SBSN 331, 331L, 341, 341L; for the RN completion track: Biology 370, Chemistry 102, SBSN 310, 310L, 350. Corequisite: SBSN 431L.

431L. Complex Nursing Practicum (4) Application of nursing process with individual client systems experiencing acute and/or life-threatening disequilibriums. Eight laboratory hours per week. Corequisite: SBSN 431.

441. Psychiatric Community Mental Health Nursing (3) Mental health disequilibriums of community client systems, with emphasis on the therapeutic nurse-client relationship, selected mental health disequilibriums, and theories and principles of psychiatric mental health nursing practice. Promotion of mental health and prevention of mental illness are stressed. Prerequisite: SBSN 331, 331L, 341, 341L. Corequisite: SBSN 441L.

441L. Psychiatric Community Mental Health Nursing Practicum (3) Application of nursing process, knowledge, and skills with community client systems, experiencing real or potential mental health disequilibriums, in selected health care and community settings. Six laboratory hours per week. Corequisite: SBSN 441.

451. Leadership in Nursing Practice (2) Principles of leadership and management role of the professional nurse as provider of client care. The emphasis is on systems, theories, and collaborative roles of the generalist professional nurse. Prerequisite: SBSN 331, 331L, 341, 341L; for the RN completion track: Biology 370, Chemistry 102, SBSN 350. Corequisite: SBSN 451L.

451L. Leadership in Nursing Practicum (2) Application of principles of leadership and management in selected health care settings. Four laboratory hours per week. Corequisite: SBSN 451.

461. Family and Community Health Nursing (3) Use of nursing process with community client systems across the life span. Concepts of community health and major community health disequilibriums are explored. Prerequisite: SBSN 331, 331L, 341, 341L; for the RN completion track: Biology 370, Chemistry 102, SBSN 310, 310L, 350. Corequisite: SBSN 461L.

461L. Family and Community Health Nursing Practicum (4) Application of nursing process with community client systems, across the life span, in selected community settings. Six laboratory hours per week. Corequisite: SBSN 461.

470. Topics in Nursing (3) Current issues in health care. Topics are selected based on student interest and faculty expertise. Prerequisite: SBSN 331, 331L, 341, 341L (for RN completion track: SBSN 350); or consent of instructor.

490. Nursing Research (3) Introduction to basic terminology, methods, and elements of research with emphasis on the application of research findings to professional nursing practice. Prerequisite: SBSN 331, 331L, 341, 341L; for the RN completion track: SBSN 350, Psychology 225, (or Sociology 220 or Mathematics 201); or consent of instructor.

498. Independent Study (1-3) An individual learning experience in an area of special interest planned in conjunction with a nursing faculty member. Prerequisite: SBSN 331, 331L, 341, 341L (for RN completion track: SBSN 350); or consent of instructor.

Philosophy (SPHL)

102. Introduction to Philosophy (3) Introduction to the main problems of philosophy and its methods of inquiry, analysis, and criticism. Works of important philosophers are read.

201. History of Ancient Philosophy (3) Introduction to the development of philosophy in the ancient world.

202. History of Modern Philosophy (3) Introduction to the development of post-Renaissance philosophy with primary emphasis on the seventeenth and eighteenth centuries.

211. Contemporary Moral Issues (3) Moral issues confronting men and women in contemporary society. Topics vary but may include discussion of problems related to abortion, drugs, euthanasia, war, social engineering, and punishment of criminals.

309. Philosophy of Mind (3) A study of traditional problems pertaining to understanding the concept of mind, for example, the mind-body relation, personal identity, and theories of consciousness.

310. Ethics for the Professions (3) Critical examination of selected moral issues and problems of current concern within the professions. Specific topics for study vary, but they are of special interest for the fields of medicine and health care, law and criminal justice, business, education, and journalism.

311. Ethics (3) The moral principles of conduct and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty, and obligation. The ethical works of influential philosophers are analyzed in terms of these concepts.

319. Epistemology (3) The nature and foundations of knowledge with consideration of skepticism and problems of perception.

390. Topics in Philosophy (3) Selected topics in philosophy, planned around areas of interest. Prerequisite: junior or senior standing or consent of instructor.

500. Senior Seminar: Human Nature and Society (3) Selected philosophical topics from history, anthropology, sociology, psychology and politics. Prerequisite: Senior level standing or consent of instructor.

Physical Education (SPED)

101. Introduction to Physical Education (3) The scope of the physical education field, historical background, principles, philosophy, current issues, professional leadership and publications.

> *Note: Elective credits for participation in physical education activity courses may be counted up to a maximum of four semester hours.*

105 a, b, c, d, e, f. Activity Courses for the Non-Major (1) (a) physical activities for children, (b) swimming and water safety, (c) individual and dual sports, (d) folk, square, and social dance, (e) gymnastics and tumbling, (f) team sports. Pass/fail credit.

120. Fundamentals of Movement and Body Conditioning (1) Development and improvement of basic axial and locomotor movements as they pertain to physical education activities with emphasis on agility, flexibility, strength, and endurance through body conditioning. A fundamental knowledge of various fitness programs and terminology is included. Pass/fail credit.

121. Golf and Bowling (1) Skill development, playing strategy, knowledge of rules, scoring, and tournament play. Pass/fail credit.

122. Tennis and Badminton (1) Skill development, playing strategy, knowledge of rules, scoring, and tournament play. Pass/fail credit.

123. Snow Skiing (1) Basic maneuvers of conditioning, turning stopping, and selection and care of equipment and clothing. Pass/fail credit.

124. Walk/Jog/Run (1) Develop and carry out a personalized walking, jogging, or running program by applying information on equipment selection, physiology, mechanics, psychology, training principles, conditioning, program guidelines, environmental concerns, nutritional guidelines, and injury prevention. Pass/fail credit.

125. Combatives (1) Skill development, strategy, knowledge of rules, scoring, and tournament competition in wrestling, judo, karate, and boxing. Pass/fail credit.

127. Handball and Racquetball (1) Skill development, playing strategy, knowledge of rules, scoring, and tournament play. Pass/fail credit.

128. Aerobics (1) Participation and development of impact and low-impact aerobic routines. Selection of exercises and music are included.

140. Adult Recreational Sports (1) Methods and materials for teaching activities of carry-over value adaptable to junior and senior high facilities. Such activities as boating, fishing, hunting, camping, backpacking, skiing, and recreational games are included. Pass/fail credit.

141. Adventure Programming on a Ropes Courses (1) Participation and development of specific group and individual attitudes and skills through the use of low and high elements of the USCS ropes course. Pass/fail credit.

142. Advanced Ropes Course Skills and Standards (1) Advanced certification as ropes course facilitator. Knowledge and experience in the set-up, spotting, and safety practices employed in state-of-the-art ropes course uses. Prerequisite: Physical Education 141. Pass/fail credit.

143. Outdoor Climbing and Rappelling (1) Skill development, safety, spotting, safety practices, and knowledge of and use of proper equipment. Pass/fail credit.

150. Beginning Gymnastics and Tumbling (1) Skill development, safety, scoring, and an introduction to competitive routines. Pass/fail credit.

180. Swimming (1) Skill development, basic strokes, elementary diving, knowledge of water and pool safety. Pass/fail credit.

201. Teaching of Physical Education (3) Orientation to teaching physical education in grades 6-12. Emphasis is on teaching styles, methods and curriculum. A one hour per week practicum is required. Prerequisite or corequisite: Physical Education 101.

223. Advanced Snow Skiing (1) Pole plant location, moguls, planning line, constant turns, and advanced trail skiing. Prerequisite: ability to snow ski. Pass/fail credit.

242. Principles of Recreation (3) The significance and meaning of leisure in modern society, theories of play, the recreational movement in the U.S., and programs of recreation in the school, community, and industry.

265. Officiating of Sports (3) Rules, officiating techniques, and problems arising in officiating, with emphasis on major team sports. Students are encouraged to obtain official's rating.

270. Introduction to Athletic Training (2) Safety precautions, injury prevention, and legal issues in physical education and athletics. Prerequisite: Health Education 170.

280. Swimming and Water Safety (1) The teaching of swimming and water safety, skill mastery, lifesaving, pool hygiene, management, and safety. For advanced swimmers.

315. Physical Education for the Elementary School Teacher (2) Skills and methods of teaching; the selection and inclusion of suitable activities, such as story plays, games, stunts, relays, and rhythmical activities; and the integration of physical education with other subjects. Ten hours of public school teaching experiences provided. Prerequisite: Foundations of Education 333 or Psychology 302.

320. Individual and Dual Sports (2) Skills analysis, methods, and techniques for organizing and teaching tennis, badminton, golf, bowling, and other individual and dual sports. Prerequisites or corequisites: Physical Education 101, minimal skills competency, and consent of instructor.

330. Folk, Square, and Social Dance (2) Basic steps, terminology, sequence of movement, and methods and techniques for teaching folk, square, and social dance. Opportunities for teaching experience. Prerequisites or corequisites: Physical Education 101 and consent of instructor.

350. Gymnastics and Tumbling (2) Skills analysis, methods, and techniques for organizing and teaching tumbling apparatus and free floor gymnastics with emphasis on safety, sporting techniques, and skill progressions. Prerequisites or corequisites: Physical Education 101, minimal skill competency, and consent of instructor.

360. Team Sports (2) Skills analysis, methods and techniques for organizing and teaching soccer, field hockey, volleyball, and other team sports. Prerequisites or corequisites: Physical Education 101, minimal skill competency, and consent of instructor.

390. Field Experience (1-3) School or community experiences related to aspects of physical education. Prerequisites: sophomore standing and consent of adviser, instructor, and dean.

399. Independent Study (1-3) Topics assigned and approved by adviser, instructor, and dean.

400. Exercise Physiology (3) Physiological principles as applied to muscular activity and the effects of muscular activity on the human organism. Two class and three laboratory hours per week.

401. Kinesiology (3) Analysis of the functions of the skeletal, joint and muscular systems, with emphasis on the mechanics of movement in human performance. Prerequisites or corequisites: Biology 232 and 242.

402. Biomechanics (3) Theory and techniques for analyzing motor performance, including cinematography, segmental analysis, and fundamentals of physical skills based on the laws and principles of mechanical and neuromuscular action. Two class and three laboratory hours per week.

403. Organization and Administration of Intramural and Extramural Activities (3) The planning, coordinating, philosophy, finance, facilities, organization, and awards for intramural and extramural sports programs.

479. Directed Teaching in Physical Education (12) A supervised clinical experience normally consisting of seven weeks in an elementary school and seven weeks in a secondary school. The experience includes exploration of ethical issues, research through analysis and evaluation of teaching, and oral presentation of research results. Prerequisite: Approved application for directed teaching. Corequisite: Foundations of Education 485. Pass/fail credit.

545. Measurement and Evaluation of Physical Education (3) History, basic statistical techniques utilized in scoring and interpreting tests, evaluation of measures now available in the field, and the administration of a testing program. Prerequisites: Mathematics 201 or Psychology 225 or Sociology 220, fifteen hours in physical education theory courses and six hours of technique courses.

553. Organization and Administration of Physical Education (3) Organization and management of instructional, intramural, interscholastic, and recreational programs, with emphasis on criteria for the selection and evaluation of activities. Prerequisites: fifteen hours in physical education theory courses and six hours of technique courses.

562. Physical Education for the Exceptional Child (3) Programs of developmental activity and guidance for students with restrictive disabilities. Included are techniques for appraising students with faulty body mechanics, orthopedic defects, and other atypical physical conditions along with methods of handling, within the regular physical education class, the various handicaps commonly found in the schools. Prerequisites: Biology 232. Prerequisite or corequisite: Physical Education 400.

590. Research Methods in Physical Education (3) Methods and tools of research in physical education utilizing research publications in the field and through engaging in original research. Prerequisites: eighteen hours in professional physical education including Physical Education 101 and 545.

Physics (SPHS)

101, 102. Introduction to Physical Science I & II (3,3) Introduction to the concepts, ideas, and methods of physical science with emphasis on the principles of classical and modern physics and chemistry. Need not be taken in sequence.

101L. Introduction to Physical Science I Laboratory (1) Experiments, exercises, and demonstrations to accompany Physics 101. Prerequisite or corequisite: Physics 101.

201, 202. General Physics I & II (4,4) Mechanics, heat, sound, wave motion, electromagnetism, optics, and modern physics. Three class, one recitation, and two laboratory hours per week. Prerequisite for 201: Mathematics 127 or consent of instructor. No previous background in physics is assumed. Prerequisite for 202: Physics 201.

211, 212. Essentials of Physics I & II (4,4) Mechanics, heat, wave motion, electromagnetism, optics, and modern physics taught from a calculus level. Three class, one recitation, and two laboratory hours per week. Prerequisite or corequisite for 211: Mathematics 144. Prerequisite for 212: Physics 211.

Political Science

See Government and International Studies.

Psychology (SPSY)

Note: *Psychology 101 is a prerequisite for all other psychology courses unless otherwise specified.*

Courses at the 300 level are survey courses of basic content areas of psychology. As the purpose of these courses is to introduce students to a broad range of information, a lecture format is employed generally. In addition to textbook assignments, students are introduced to articles in scientific journals. Assessment usually includes objective and essay exams, as well as brief papers.

There are two types of courses at the 400 level. Psychology 402, Experimental Topics in Psychology, focuses on experimental methodology applied to a previously encountered content area. The topic covered changes each semester and is listed in the course schedule. Prerequisites are Psychology 224, 225 (or a statistics course) and the 300-level course corresponding to the topic covered, or consent of the instructor. The remaining courses at the 400 level focus on more specialized content areas than those presented at the 300 level. Students should see course descriptions for specific prerequisites.

Courses at the 500 level focus on integration and critical analysis of theories and pertinent research data. The general prerequisites for all 500-level courses are Psychology 224 and 225 (or a statistics course) or consent of instructor. Students are expected to actively participate in classroom discussions. Assessment relies heavily on essay exams, comprehensive research papers, or both.

101. Introduction to Psychology (3) Survey of major topics in psychology (learning, perception, motivation, intelligence, etc.) and an introduction to methods used in psychological investigation.

224. Introduction to Experimental Psychology (4) Introduction to research methods for the study of behavior. Lectures, class discussion, and laboratory exercises drawn from diverse areas of psychology are used to provide practical knowledge and skill in data analysis, experimental design, and writing technical reports. Prerequisite: Psychology 101.

225. Psychological Statistics (3) Statistical principles, including measures of central tendency, variance, relative standing, probability, techniques of regression and correlation, statistical hypothesis testing, analysis of variance and nonparametric statistics with applications in the social sciences. Prerequisites: Psychology 101, Mathematics 099 or higher, Psychology 224, or consent of instructor.

302. Developmental Psychology (3) Introduction to life span developmental psychology providing an overview of cognitive, social, emotional, and physical development from conception to senescence. Prerequisite: Psychology 101 or Foundations of Education 335.

303. Psychology of Learning and Memory (3) Introduction to basic principles and theories of learning and memory including such topics as habituation, classical and instrumental conditioning, verbal learning, social learning theory, behavior modification, and modeling. Prerequisite: Psychology 101 or consent of instructor.

305. Sensation and Perception (3) The processing and interpretation of physical (nonsocial) dimensions of environments and the effects of this processing on behavior. Topics include the structure and functions of the various sensory systems, visual and auditory pattern perception, color and motion perception, and perceptual development. Prerequisite: Psychology 101 or consent of instructor.

307. Social Psychology (3) The principles governing human interaction including factors such as group dynamics, leadership, prejudice, and propaganda. Prerequisite: Psychology 101 or consent of instructor.

308. Physiological Psychology (3) Basic neural and endocrine processes and their correlation with behavior. Prerequisite: Psychology 101 or consent of instructor.

309. Psychology of Personality (3) The major theories of personality and the factors involved in the development of personality. Prerequisite: Psychology 101 or consent of instructor.

310. Abnormal Psychology (3) The nature of mental and emotional disorders including such topics as theories of emotional disorders and the causes and treatment of various disorders. Prerequisite: Psychology 101 or consent of instructor.

311. Industrial and Organizational Psychology (3) Survey of the theoretical and empirical foundations of human behavior in industries and organizations. Special consideration is given to applied problems as they relate to improving relationships between individuals and organizations. Prerequisite: Psychology 101 or consent of instructor.

330. Applied Psychology (3). Introduction to the practical applications of psychology in such areas as mental health, industry, schools, law enforcement, and advertising. Prerequisite: Psychology 101 or consent of instructor.

350. Psychology of Adjustment (3) The process by which people adjust to the demands made upon them a result of living with others. Basic processes of motivation and learning are examined, especially as these relate to the acquisition of the mechanisms of adjustment. Prerequisite: Psychology 101 or consent of instructor.

399. Independent Study (3-6) The student, in conjunction with a psychology faculty member, plans an individualized study program.

400. Topics in Psychology (3) Survey of a selected topic planned around a faculty or student area of interest. Prerequisite: Psychology 101.

402. Experimental Topics in Psychology (4-8) The formation of testable hypotheses, research strategies, data collection and analysis, critical evaluation and scientific documentation as applied to a particular content area in psychology (for example, development, learning and memory, social, physiological, personality, industrial and organizational). Laboratory experiences are an integral part of this course. Prerequisites: Psychology 101, 224, 225 (or a statistics course) and corresponding 300-level course, or consent of instructor.

417. Psychological Tests (3) Theory, development, and application of intelligence, achievement, aptitude, and personality assessment measures. Prerequisite: Psychology 225 or consent of instructor.

418. Psychology of the Exceptional Child (3) Causes, characteristics, and guidance needs of exceptional children including such topics such as mental deficiency, physical handicaps, and the unusually bright child. Prerequisite: a course in the area of child psychology or development.

419. Psychology of the Mentally Retarded (3) The nature and causes of mental retardation and the behavior and potentialities of retarded children. Prerequisite: a course in the area of child psychology or child development.

420. Psychology of Men (3) Investigation of the male role in society today, with an overview of the historical forces which have influenced the biological, cultural, social, cognitive, emotional, and sexual aspects of the male role. Prerequisite: Psychology 101 and a 300 level course or permission of the instructor.

421. History and Systems of Psychology (3) Historical roots of modern psychological theories and a survey of various present-day approaches. Prerequisite: Psychology 101.

442. Psychology of Women (3) Women's experiences, present day status and life-styles, and the biological and cultural antecedents of women's roles. Prerequisite: Psychology 101.

460. Human Sexual Behavior (3) Psychological, physiological, and sociological factors in human sexual behavior and attitudes. Prerequisites: junior or senior standing, Psychology 101, or consent of instructor.

499. Psychology Internship (1-6) Supervised work experience in community agency or hospital. Fifty hours of work for each credit hour are required. Prerequisites: Psychology major, senior standing and consent of instructor.

502. Senior Seminar: Special Topics in Psychology (3-6) Selected topics in psychology planned around areas of faculty interest and competence. Prerequisites: Psychology 101, 224, 225 (or a statistics course), or consent of instructor.[1]

510. Senior Seminar: Abnormal Behavior in Children (3) Theories of child behavior problems, descriptions of types of disorders, principles of assessment, and methods of intervention. Prerequisites: Psychology 101, 224, 225 (or a statistics course), Psychology 302, 310, or consent of instructor.[1]

512. Senior Seminar: Theories of Counseling and Psychotherapy (3) The different approaches to counseling and psychotherapy with emphasis upon both theory and technique. Prerequisites: Psychology 101, Psychology 224, 225 (or a statistics course), Psychology 309, or consent of instructor.[1]

540. Senior Seminar: Cognitive Processes (3) Experimental approaches to cognitive processes including data and theory relating to attention, intelligence, cognitive growth, problem solving, and concept formation. Prerequisites: Psychology 101, 224, 225 (or a statistics course), or consent of instructor.[1]

Recreation (SREC)

101. Introduction to Recreation (3) Introduction to the concepts of recreation and leisure, its history, the evolution of recreation, an overview of professional preparation, assistance in the development of personal uses of leisure, and a survey of the recreation profession and organizations: commercial, government, and voluntary.

201. Programming in Recreation (3) Planning recreation and leisure activities through the use of human and material resources in public, private, and commercial recreation programs for all age levels. Activities include: sports, arts and crafts, cultural and performing arts, social functions, outdoor activities, and hobbies. Prerequisite: Recreation 101.

301. Administration of Recreation (3) The organization, administration, supervision, planning, budgeting, and evaluation of recreational operations within most types of recreational agencies. Prerequisites: Recreation 101 and 201.

401. Leisure and Aging (3) Practical application of principles in the provision of leisure and recreation services to the aging population focusing on individual needs, the process of program planning for the aging, resource development, and application strategies. Models are taken from successful programs in international, national, state, local and institutional settings. Prerequisites: Recreation 101 and 201.

462. Recreation for Selected Populations (3) Practical application of principles in the provision of recreation services to populations limited in access to normal recreation programs. Focus is on individual populations and the respective barriers to participation, the process of program planning and resource development, and the practical experience of plan application. Prerequisite: junior standing.

480A. Internship: Aquatics (6) Guided practical experience in an elected, organized recreational setting giving on-site experience in planning, executing, and evaluating recreational programs within an aquatic setting. Prerequisite: junior standing.

480B. Internship: Community/Organizations (6) Guided practical experience in an elected, organized recreational setting giving on-site experience in planning, executing, and evaluating recreational programs within community and organizational settings. Prerequisite: junior standing.

480C. Internship: Industrial (6) Guided practical experience in an elected, organized recreational setting giving on-site experience in planning, executing, and evaluating recreational programs within an industrial setting. Prerequisite: junior standing.

485. Senior Seminar (1) The integration of knowledge of recreation and individual professional activity at an advanced level utilizing research, oral presentation, a series of discussions, conferences, and role-playing experiences related to the various aspects of organized recreation as a career. Internships, employment opportunities, ethical issues, and other related topics are reviewed.

Religion (SREL)

103. Comparative Religion (3) Beliefs and principles of the major faiths of Asia, the Middle East, and Africa, viewed from historical, cultural, and theological perspectives.

Sociology (SSOC)

Note: *Sociology 101 is prerequisite to all other sociology courses. Sociology 101, 201, 301, 401 and 501 are core courses. These courses should be taken in sequence, but only 101 is a prerequisite to other courses.*

101. Introductory Sociology (3) A broad survey of the fields and subfields within the discipline. Introduction to the major perspectives and fundamental principles of analysis within sociology.

201. Introduction to Statistics for the Social Sciences (3) Fundamental principles of descriptive and inferential statistics as used in the social sciences. Includes measures of central tendency and variation, the normal approximation, probability, chance variability, estimation, hypothesis testing, and correlation. Usually offered every year, but only during the spring semester. Best completed during the second year of study.

301. Sociological Theory (3) Theoretical perspectives on society and social behavior at a microsociological and macrosociological level. Includes analysis of the contributions of Marx, Weber and de Toqueville as well as Durkheim, Freud, Mead and Goffman. Usually offered every year, but only during fall semester. Best completed during the third year of study.

311. Social Problems (3) A broad survey of contemporary social problems selected for topical importance and theoretical relevance. Includes consideration of related contemporary debates and social scientific research.

331. Individual and Society (3) Selected theoretical orientations, methodological procedures, and research findings pertaining to the relations between the individual and society. Prerequisite: Sociology 201 or equivalent.

333. Sociology of Mental Health and Mental Illness (3) Social factors in the development, identification, and treatment of mental illness.

341.Sociology of Families (3) Methods and theories used in the examination of intimate human relationships, including parenting, violence and abuse, and divorce and remarriage. Emphasizes the social factors that bring about change in family-related behaviors and create diversity in family forms.

351. Social Deviance (3) (=Criminal Justice 423) Theories, methods and substantive issues in the creation, involvement, recognition and control of deviance. Integrates sociological theories and pertinent research data in the context of contemporary moral issues in sociology.

353. Sociology of Crime (3) Social factors in the development, identification, and treatment of crime and criminals.

355. Juvenile Delinquency (3) (=Criminal Justice 355) Social factors in the development, identification and treatment of delinquents and juvenile delinquency in the context of juvenile justice systems.

361. Sociology of Religion (3) Sociological perspectives related to selected aspects of religious behavior. Includes both contemporary research and theoretical perspectives. Prerequisite: Sociology 101 or Anthropology 102 or consent of the instructor.

371. Urban Sociology (3) Changes in cities within a global context and broad theoretical perspective, with particular reference to the U.S. experience. Includes contemporary institutions, problems and policy proposals.

373. Social Demography (3) Selected theoretical orientations, methodological procedures and historical perspectives related to the social analysis and context of demographic change.

375. Population Dynamics (3) (=Geography 340) Issues in measurement of the distribution and development of human population. Applies the analytical methods used in accounting for the effects of births, deaths and migrations.

391. Special Topics (3) Emerging issues in contemporary sociology. Selected topics organized around faculty and student areas of special interest. This course can be taken more than once if the topic is different.

395. Internship (3) Supervised work experience in a community agency based on an individualized, contracted program planned in conjunction with a sociology faculty member. Includes at least ten hours per week in the field placement and a formal, written social science analysis related to the field placement. Students in the Social Work track must be supervised in their placements by a state-licensed social worker holding a master's degree in social work. Students may take this course more than once, but it may be applied toward major credit in sociology only once.

399. Independent Study (3-6) An individualized, contracted program of study planned in conjunction with a sociology faculty member.

401.Sociological Research Methods (3) Quantitative, qualitative and comparative methods used in social science research. Includes issues in research design, debates between inductive and deductive approaches, and ethical dilemmas. Best completed in the spring semester of the third year of study.

421. Latin American Societies (3) (=History 421) Social, political, and historical aspects of modern Latin American societies, emphasizing issues in comparative multicultural studies. Prerequisite: Sociology 101 or consent of the instructor.

431.Social Inequality: Class, Race and Gender in the United States (3) Theoretical perspectives, methodological traditions, and contemporary research concerning the causes and consequences of the unequal distribution of wealth and power in social life. Specifically explores the relationship between class, race, and gender in the shaping of identity and opportunity within U.S. society.

433. Race and Ethnic Relations (3) Theories and substantive issues in majority-minority group relations for a variety of racial and ethnic groups. Analyzes racial and ethnic inequality within major social structures and cultural formations, focusing on the contemporary U.S. context.

435.Sociology of Women (3) Theories and substantive issues in the study of women's lives and experiences, including gender-based forms of social inequality. Focuses on women's experiences of family, economy, polity, and education within the contemporary U.S.

437.Sociology of Aging (3) Processes of aging as a form of socialization and demographic reality, including institutional effects. Emphasizes the status of the elderly in the United States and the sources of prejudice and discrimination they experience.

441.Sociology of Education (3) Educational institutions, organizations, processes, and their effects in comparative context. Emphasis is placed on the current issues and trends within education in the United States.

451. Social Welfare and Social Work (3) Selected theoretical orientations, methodological procedures, and illustrative substantive data pertaining to social welfare and social work. Prerequisite: Sociology 201 or equivalent course in quantitative methods.

455. Community Organization (3) Formal and informal expressions of community life. Includes consideration of the interrelationships between public and private agencies and the means by which community action programs are planned, initiated, coordinated, and maintained.

461. Political Sociology (3) The social and economic bases of politics and political change. Applies a comparative historical perspective to key historical political developments, major contemporary issues and institutions in the United States, and international politics, including global, political and social developments.

471. Organizations and Occupations (3) Selected theoretical orientations, methodological procedures and illustrative substantive issues pertaining to formal organizations, organizational paradigms, and occupational life within organizational constraints.

473.Social Movements (3) The social organizational aspects of crowds, mobs, riots, rebellions, and revolutions. Explores a variety of specific social movements, including the civil rights movement, in theoretical and comparative terms.

501. Senior Seminar (3) A capstone course designed around topics selected by faculty for their centrality and topical importance to the discipline. Emphasis is on original research as well as written and oral presentation. Prerequisites: Sociology 201, 301 and 401 or consent of the instructor. Usually offered every year, but only during the fall semester. Best completed during the final year or semester of study.

Spanish

See Foreign Languages.

Speech (SSPH)

201. Public Address (3) Oral communication and speaking before an audience. Prerequisite: English 102 or consent of instructor.

301. Survey of Human Communication (3) Listening skills, nonverbal communication, interviewing skills, mass communication, intercultural communication, and public communication.

310. Principles of Interpersonal and Group Communication (3) Techniques of problem-solving, idea-generation, and decision-making. Prerequisites: English 101, 102, and Speech 301; or consent of instructor.

325. Speech for Radio and Television (3) (=Journalism 325) Principles, standards and skills for broadcast speech in varied formats. Focus areas include pronunciation, enunciation, rate of delivery, pitch, inflection, and use of appropriate terminology in scripted and ad lib delivery. Prerequisites: Speech 201 and 340; or consent of instructor.

340. Voice and Diction (3) The analysis, evaluation, and improvement of speech based on the anatomy and physiology of the vocal mechanism, voice production, and articulation.

398. Topics in Speech Communication (3) A specific area of speech is explored. Individual topics are announced.

440. Argumentation and Debate (3) Preparing and delivering the debate and other forms of public address. Prerequisites: Speech 201 or consent of instructor.

441.Debate Laboratory (1) Participation in debate team activities, including research, construction of debate briefs, competition and travel. Weekly meetings are require. May be repeated for a total of four credits. Prerequisite: Speech 440. Corequisite: Debate team membership.

444. History and Criticism of American Public Address (3) Critical examination of American speakers and their speeches. Selections represent a variety of philosophies and circumstances, including government, the courtroom and the pulpit. Lecture, reading, and discussion. Prerequisite: Speech 201 or permission of the instructor.

447. Persuasive Communication (3) The principles of persuasion in oral communication. Lecture, reading and discussion. Prerequisite: Speech 201 or consent of instructor.

448. Organizational Communication (3) The methods and functions of communication in a variety of organizational settings. Lecture, reading, and discussion. Prerequisite: Speech 201 or permission of the instructor.

Theatre (STHE)

161, 162. Introduction to Theatre Art (3) Understanding and criticism of dramatic literature, history, and production.

170. Fundamentals in Acting (3) The technique of body and voice control, improvisation, interpretation of characters, and characterization applied in scenes.

260. Theatre Laboratory (1) Participation in theatre production, including stage management, direction, costumes, make-up, lighting, sound, scenery, and business management. No formal class meetings. May be repeated for a total of four credits.

372. Design for the Theatre (3) Basic principles of costume, scenic, and lighting design for the stage including drawing and model design, historical research, and analysis of stylistic elements of design. Students complete a set of designs for costumes, scenes, and lights.

373. Play Directing (3) Script analysis and interpretation. The emphasis is on blocking, picturization, and composition culminating in each student's production of a one act play for public presentation. Prerequisite: Theatre 170.

374. Intermediate Acting (3) Advanced scene production including script analysis, blocking, and character building. Shakespeare and the classics are performed. Prerequisite: Theatre 170.

375. Theatre History (3) History of theatrical production through an examination of major dramas, dramatists, and dramatic theory. Included is a survey of stage and auditorium architecture, stage machinery, scenery, costuming, lighting, acting, and directing, from the Greek theatre to present.

398. Topics in Theatre (3)

University (SUNV)

101. The Student in the University (3) The purposes of higher education and the potential role of an individual student within the university and other learning environments. Open to freshmen only.

102. Freshman Orientation (1) The successful transition into higher education through social, personal, and academic development. Considered are topics and activities in study skills, time management, goal setting, careers, health and wellness, responsibility, cultural awareness, and the enhancement of the relationship between the faculty adviser and the student.

103. Freshman Orientation (1) The successful transition into higher education through academic, social, and personal development. Considered are topics and activities in time management, goal setting, responsibility, and careers, with special emphasis on study skills. The academic performance of students, in all classes, is monitored throughout the semester. Required of academic skills students. (Students cannot receive credit for both University 103 and 102.)

201. Leadership Development I (2) Various approaches to the definition of leadership and practical experience in building leadership skills. The critical questions of what is leadership, what are the qualities of a good leader, and what skills does a leader need are examined. Pass/fail credit.

202. Introduction to Leadership II (2) Practical experience in building leadership skills within the context of community-based leadership. The focus is upon the most pressing needs for leadership within the community to allow students to become directly involved with a relevant project. Prerequisite: University 201.

210. Career Planning and Development (3) The planning and implementation of career goals, focusing on self-understanding, meaningfulness, and personal satisfaction, through appraisal of interest, activities and efforts.

301. Critical Analysis and Writing (3) (= Logic 205) The identification and evaluation of reasoning as it occurs in natural language uses. The techniques of careful reading and clear writing are demonstrated through the production of critical essays. Two lecture and one laboratory hour per week. Prerequisite: English 102 or equivalent.

310. Leadership Development Internship (1-4) Practical application of leadership principles through a public service internship. Limited to participants in the Leadership Development Program. Prerequisite: University 202.

401. Senior Seminar in the Humanities (3) Interrelationships between the arts and the humanities with emphasis on perceptual, analytical, and communication skills. Individual topics for study vary. (Consult the instructor for a listing of topics for each offering.) Prerequisites: Art History 106, Music History and Literature 110, University 301, or consent of instructor.

Graduate Studies

The University of South Carolina-Spartanburg offers the degree of Master of Education in early childhood education and in elementary education.

Admission

Application packets may be obtained from the USCS admissions office or from the USCS School of Education. Application for admission to graduate studies will be given consideration after receipt of all credentials. Admission to the M.Ed. in Early Childhood Education and the M.Ed. in Elementary Education is based on the total profile of the applicant.

Degree Candidates

The following is required of persons wishing to pursue an M.Ed. at USCS:

- Application for graduates studies.
- $25 application fee. Students who have previously applied for graduate studies within the University of South Carolina system, and have paid the application fee, are not required to do so again.
- Two letters of recommendation from former professors or employers using the forms provided in the application packet.
- Minimum Miller Analogy Test (MAT) score of 35 or Graduate Record Examination (GRE) score of 400 on the verbal section and 400 on the mathematics section.
- Official copies of transcripts from all previous undergraduate and graduate studies.
- A minimum grade point average on all undergraduate course work of 2.5 on a 4.0 scale.
- Copy of a teaching certificate indicating initial certification from a regionally accredited institution.
- Proof of immunization for measles (rubeola) and German measles (rubella) if born after December 31, 1956.
- A personal interview with a member of the faculty of the USCS School of Education.

Applicants Not Seeking a Degree

The following is required of persons wishing to enroll in graduate courses, but who do not presently wish to pursue a degree at USCS:

- Application for graduates studies.
- $25 application fee. Students who have previously applied for graduates studies within the University of South Carolina system, and have paid the application fee, are not required to do so again.
- Copy of a teaching certificate indicating initial certification from a regionally accredited institution.

Students who are not fully admitted to a graduate degree program are limited to a maximum of 12 semester hours of course work.

Change of academic objectives. Students are admitted to a specific graduate program at the time of acceptance. Upon completion of that degree, further graduate study requires readmission to graduate studies.

Valid period of admission. Admission to graduate study at USCS is valid for one year. If an applicant fails to complete any graduate course or part of the prescribed program within this period, the acceptance lapses, and the student becomes subject to any new requirements that may have been adopted. Students who do not enroll in classes within one calendar year of admission must reapply.

Students who have been admitted to graduate study at the University of South Carolina under regulations other than those now in force, and who have not completed any USC courses during a period of three or more years, are required to fulfill current admission requirements prior to attending USCS for additional graduate work. Upon readmission, these students become subject to the current graduate regulations.

The university reserves the right to decline admission, to suspend, or to require the withdrawal of a student when, for any reason, such action is deemed to be in the interest of the university.

Disability Services

Students with disabilities are assisted through the Office of Disability Services. The staff works toward accessibility for all university programs, services, and activities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Services offered include priority registration, test proctoring, classroom adaptation, sign language interpreter, reader and note taker. If you have a disability and need assistance, contact the Office of Disability Services.

Academic Regulations

Students may expect to be allowed to obtain a degree in accordance with the requirements set forth in the regulations in force at the time they are admitted to degree candidacy, or under subsequent regulations published while they are degree candidates. However, students are restricted in the choice of requirements to one specific catalog. Students have a period of six years inclusive and continuous in which to claim the rights of a specific catalog.

Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students are required to take such developments into account as they arise, even if doing so means a delay in the fulfillment of some of their academic goals or modification of those goals.

Advisement

Every candidate admitted for a degree is assigned a faculty adviser with whom to plan a program of study relevant to specific objectives and sufficiently intensive and sequential to assure professional competence and breadth of knowledge. Students have the privilege of requesting a particular adviser, subject to the consent of the faculty member and approval of the dean. The adviser should be a specialist in the candidate's major area of study.

A temporary adviser may be appointed by the dean. The appointment of an adviser is not intended as an assurance to the student of official admission to the graduate program.

Program of Study

Every degree student must file a program of study in the Office of Graduate Programs of the School of Education as part of their admission to candidacy contract. Forms are available in that office.

A program of study is an agreement signed by the student, the adviser, and the dean. This formal agreement serves a number of purposes to the benefit of both the student and the university: it causes the student and the adviser to engage in early planning with a specific goal in mind; it provides useful information for the planning of course offerings; it facilitates subsequent advisement; and it protects the student in the event of unexpected curriculum or faculty changes. Although formal programs are binding, they can be modified or replaced by new programs if conditions warrant such changes. The procedure for change is the same as for filing the original program.

Courses

Prerequisites. Prerequisite courses are listed to inform students about the academic background recommended for satisfactory course completion. The instructor may approve the enrollment of students who have acquired the equivalent knowledge or skills through other courses or experiences. Special permission to enroll should be requested from the instructor prior to registration.

Course loads. Students may enroll for a semester load not to exceed 15 graduate hours. Some programs limit their students to a maximum 12 semester hour load. Nine semester hours in the fall and spring semesters and three hours during a summer session are considered full time enrollment.

Correspondence courses. The university neither offers correspondence courses for graduate credit nor accepts correspondence work as applicable toward any graduate degree.

Credit by examination. No graduate credit is offered by examination.

Auditing. Students wishing to audit graduate courses are advised to obtain permission from the dean of the School of Education. Arrangements for auditing are duly recorded at the time of registration. No credit may be earned for an audited course, either by examination or otherwise, and no audited course may be repeated for credit at a later date. No record of audit shall appear on a transcript unless a student attends 75 percent of the classes.

Dropping a Course

Courses dropped through the late registration period will not be recorded on the student's transcript.

A course dropped following late registration through the sixth week of a regular semester is recorded with a non-penalty grade of W. After the sixth week of the semester, any courses dropped will appear on the permanent record with a grade of WF unless a verifiable, documented justification is offered which is acceptable to the instructor and the dean of the School of Education. A WF is treated as an F in the evaluation of the student's eligibility to continue and in computing the student's grade point average. Students who stop attending class without officially withdrawing have the course recorded with a grade of F, which is included in all calculations and totals.

The academic calendar for summer sessions and other specially scheduled classes gives the prescribed dates for dropping a course. In summer sessions and other shortened terms, the period for withdrawal with a grade of W is 43 percent of the total number of class days. The student should consult the session calendar for each course in which the student is enrolled.

A course cannot be dropped after the last day of classes specified for the session in which the course is scheduled.

If a student must either drop a course or withdraw from the university for medical reasons or other acceptable major cause after the penalty date (last day to receive a W), the student must submit the form entitled Request for Assignment of W Grade for Medical Reason or Extenuating Circumstances After Penalty Date. This form must be approved by the course instructor and the dean of the School of Education.

Withdrawal From All Courses

All students, both full- and part-time, wishing to withdraw from the university (discontinue enrollment from all courses) must complete an Application for Withdrawal form. Withdrawal applications are available from the records office and from the School of Education. Students must obtain the required signatures before the withdrawal will be processed by the records office.

Grades assigned upon withdrawal are determined as described above for dropping courses. The date of withdrawal from the university will be posted on student transcripts.

Any student withdrawing within the scheduled refund period (as published in the Schedule of Classes) can expect to receive a refund through the mail in approximately six to eight weeks. If at the time of withdrawal, the student has any financial obligations to the university, these will be deducted from any refund due. Refunds for those students who received and used financial aid in payment of academic fees will be applied toward repayment of financial aid.

Students who have received long-term loans through the university must contact the financial aid office for an exit interview. Failure to participate in an exit interview may result in a hold being placed on transcripts.

Grades and Credit

Credit values. The credit value of each course is usually equal to the number of hours the class meets each week for one term.

Grading system. The letter grades A, B, C, D, and F are employed to designate excellent, good, fair, poor, and failing work respectively. B+, C+, and D+ also may be recorded. Courses graded D or lower cannot be applied to degree programs. The letter grades S (satisfactory) and U (unsatisfactory) are assigned only in courses that have been approved for pass-fail grading, or in a regular course where the student, with the approval of the dean of the School of Education, has elected an individual pass-fail option (see Pass/Fail Option). Courses completed with an S may be counted toward total credits earned.

The grade of I, incomplete, is assigned at the discretion of the professor when in the professor's judgment, a student is prevented from completion of some portion of the assigned work in a course because of an unanticipated work-related responsibility, family hardship, illness, accident, or verified disability. The student should notify the professor without delay that one of these conditions exists or has arisen; notification must be given prior to the end of the term. The professor will determine, according to the nature of the interruption and the uncompleted requirements, what additional period of time will be allowed for completing the work before a permanent grade is assigned. An Assignment of Incomplete Grade form must then be completed by the professor (with copy to student) and submitted to the records office specifying the justification for the I, conditions for make-up, and deadline for completion. Re-enrolling in a course will not make up an incomplete grade. A grade of I is not computed in the calculation of a student's grade point average.

After 12 months an I, which has not been replaced with a letter grade is changed permanently to a grade of F unless the I was erroneously recorded. If the professor believes there is academic justification for an extension beyond the one year limit, a request for extension should be submitted to the dean of the School of Education before the expiration of the year, specifying the justification and specific duration of the extension on the form entitled Extension of Incomplete Time Period Authorization.

NR, no record, is assigned by the records office if a grade has not been submitted at the proper time or if any grade not approved for a particular course has been submitted. It is a temporary mark on the transcript, and must be replaced by a grade. If replacement does not occur before the last week of the spring or fall semester following the term from which the grade was recorded, a grade of F will be assigned.

Special make-up work, extra work, or examination to change a grade already recorded is not permitted.

Academic standards. Graduate courses may be passed for degree credit with a grade as low as C, but the student's average on all courses attempted for graduate credit must be at least B (3.0 on a 4 point system). Additionally, the student's average on all courses numbered 700 or above must be no less than 3.0. Grades earned on credits transferred from other universities do not count in the grade point average.

An accumulation of grades of below B on 12 credits of graduate course work taken at the university within a six year period will disqualify a student for a graduate degree. This rule applies to courses taken in degree programs, non-degree programs, or in more that one degree program. These students are suspended from degree candidacy and are not permitted to enroll for further courses even as non-degree students without the specific approval of the dean of the School of Education. After a grade below B is six years old, it will cease to be a disqualifying factor.

Transfer Credit. Transfer work applicable to a master's degree must be within the six (6) years prior to USCS degree completion. A maximum of twelve semester hours credit (nine if part of a master's degree at the other institution) may be considered, subject to these additional provisions: (a) the courses must be documented by an **official** transcript mailed to the Admissions Office by the awarding institution; (b) the transcript must clearly indicate that **graduate** credit was awarded or specifically verified by the institution's registrar or graduate dean; (c) the courses must be judged appropriate by the student's advisor approved by the assistant vice chancellor for graduate programs and extended learning, and listed on an approved program of study; (d) courses graded lower than B are not transferable; (e) USCS provides no revalidation mechanism for courses completed at another institution.

Appeals for reinstatement. Appeals for reinstatement to degree candidacy should be reviewed by the dean of the School of Education and forwarded to the vice chancellor for academic affairs for review by the executive academic affairs committee.

Appellants who have maintained a B average despite their accumulation of lower grades may, if their appeals are supported by the School of Education, be allowed to proceed toward their degrees provided they receive no additional grades below B.

Appellants who have not maintained a B average should show extenuating circumstances and obtain the support of the School of Education if they wish to be considered for reinstatement by the executive academic affairs committee.

Pass/Fail Option

Under certain circumstances, a student may elect pass/fail grading in a course outside the major area. This option permits enrichment of the student's experience without affecting grade point average. A grade of either S (satisfactory) or U (unsatisfactory) will be awarded. Courses completed with a satisfactory grade may be counted toward total credit hours earned. Any student interested in this option should consult with the faculty adviser and the dean of the School of Education prior to registration.

Transcripts

All transcripts must be requested in writing from the records office.

No transcript will be issued to or for a student who is indebted to the university.

With the exception of copies made for internal university use, no copy of a student's record will be released anywhere (including the state department of education) without the student's written consent.

Undergraduate Enrollment in Graduate Courses (Senior Privilege)

A special provision to earn graduate credit is available for USCS undergraduate seniors in their final semester who have a minimum GPA of 3.0, and who need less than a normal course load to complete baccalaureate requirements. Overload enrollment, which includes one or more courses under senior privilege is not allowed. Courses for graduate credit under senior privilege cannot be used toward undergraduate degree requirements.

Attendance

Students are expected to attend all regular class meetings. Unsatisfactory class attendance may be considered adequate reason, by the instructor, for requesting the student to withdraw from a course.

A graduate student registered for courses 500-699 or for an undergraduate course for credit is required to satisfy undergraduate attendance regulations.

Auditors are expected to conform to the same attendance requirements as students registered for credit, but in any case, must attend at least 75 percent of scheduled class meetings.

Appeals and Petitions

Academic grievances include, but are not limited to, the following areas: grading, acceptance into a program, academic policies, and transfer credit. A student with a grievance should start the grievance process with the dean of the School of Education. If the problem is not solved at the school level, the student may appeal to the vice chancellor for academic affairs. A student normally has one year to file an academic grievance.

Applications for Degrees

All candidates for a degree must file a formal application with the records office during the term in which they expect to graduate. A $25 non-refundable graduation fee must be paid at the time the candidate files for a degree. Applications must be filed by the third week of the fall or spring semester in which the degree is to be awarded, or within the first 10 days of the first summer session. Applications submitted after the announced deadline require an additional $25 special processing fee and a supporting letter from the dean of the School of Education. If the student is not enrolled during the first summer session, the application must be filed within the first week of the second summer session. Deadlines are indicated in the *Schedule of Course Offerings* for each term. Any application received after the deadline which lacks the supporting letter or processing fee will be regarded automatically as having been submitted for the following term.

Diplomas will not be awarded retroactively.

Master of Education Degree

Programs of study leading to the degree of Master of Education are offered in early childhood education and elementary education. These degrees are not designed for the purpose of initial teacher certification. Initial teacher certification is required for admission to the M.Ed. degree program.

The Master of Education degree requires:

1. Successful completion of an approved program of study providing 36 hours of graduate credit, of which at least 50 percent must be earned in courses numbered 700 or above (the remainder may be in courses numbered 500-699). In early childhood education, the program must include at least six hours of credit in a cognate outside the student's major field.
2. Successful completion of a comprehensive examination covering the area of study.

For either degree, a minimum grade point average of 3.0 (B) is required on the total graduate program with a minimum average of B on all 700-800-level courses. An accumulation of grades below B on 12 hours of graduate work attempted at the university will disqualify a student for a graduate degree.

Every candidate admitted for the degree of Master of Education will have a faculty adviser with whom to plan a program of study relevant to assure professional competence and breadth of knowledge. Students will have the privilege of requesting a particular adviser, subject to consent of the faculty member involved and approval by the dean. The adviser will be a specialist in the candidate's major area of study.

A temporary adviser may be appointed by the graduate programs director. The appointment of an adviser is not intended as an assurance to the student that he or she has been officially admitted to any particular program of study. The request for admission to a specific program is to be made at a later date.

No academic program of study can be approved until the student has been admitted to the graduate program as a qualified degree candidate. Students are cautioned that graduate credit earned prior to full admission to degree candidacy may not be applicable toward the degree requirements. The program of study should be established, at the latest, by the end of the first semester of study.

Specific requirements and recommended programs in the areas of concentration for the Master of Education degrees are as follows:

Master of Education in Early Childhood Education

Candidates for the Master of Education degree in this area will meet the requirements listed below. A minimum of 18 semester hours must be at the 700 level or above.

I.	**Core Required Courses** SERM 700, SEPY 705, SECH 740, SECH 742, SECH 794	15
II.	**Specialized Early Childhood Requirements (selected from)** SECH 608, SECH 744, SECH 750, SECH 811	9-12
III.	**Related Study** (Must be approved in advance by adviser)	6-9
IV.	**Final Seminar** SECH 797	3

No more than six hours of workshop, institute or field series courses which have prior approval from the adviser may be used in a degree program.

Master of Education in Elementary Education

A. Curriculum and Instruction Courses

1. Curriculum (9 credits)
   Select one of the following:
      SEDL 715: Elementary School Curriculum
      SEDL 720: Middle School Curriculum and Organization
   Required courses:
      SEDL 717: Curriculum Problems in the Elementary School
      SEDL 780: Seminar in Elementary Education

2. Content Methods Courses (12 credits)
   Four courses must be selected from a minimum of two of the areas outlined below:
   Language arts area:
      SEDL 670: Language Arts in the Elementary School
      SERD 730: Introduction to Teaching Reading in the Content Areas
   Social studies area:
      SEDL 760: Social Studies in Elementary/Middle School
   Science area:
      SEDL 515: Science in the Elementary School
      SETE 701: Selected Topics in Teaching Science
      SETE 755: Teaching Environmental Education
   Mathematics area:
      SEDL 642: Teaching Mathematics to Young Children (recommended for primary grade teachers only)
      SEDL 645: Diagnostic Teaching of Arithmetic
      SEDL 745: Teaching Elementary Problem Solving, Geometry, and Measurement Topics

B. Foundations of Education (9 credits)
1. Historical, Philosophical, Social Foundations:
      SEFN 744: Philosophy and Education
2. Psychological Foundations:
      SEPY 705: Human Growth and Development
3. Research Foundations:
      SERM 700: Introduction to Research in Education

C. Related Study/School Services (6 credits)

No more than six hours of workshop, institute or field series courses which have prior approval from the adviser may be used in a degree program.

Graduate Course Descriptions

Early Childhood Education (SECH)

541. Integrated Early Childhood Curriculum I (3) Integration of content areas within the curriculum emphasizing mathematics and sciences. Learning activities, materials and equipment. Multicultural influences and needs of exceptional children are addressed.

542. Integrated Early Childhood Curriculum II (3) Integration of content areas within curriculum emphasizing language arts, reading and fine arts. Learning activities, materials, equipment. Multicultural influences and needs of exceptional children are addressed.

608. Parent Involvement in Early Childhood Education (3) Analysis of programs and practices for involving parents in early childhood educational settings. Emphasis on objectives, methods, techniques and materials for program development. Community resources for supporting programs for children in various instructional settings.

740. The Young Child: Applying Theory and Research (3) Analysis and discussion of theory and research related to the education of young children. Intellectual, social, emotional and physical development of infants, toddlers and young children will be examined. Special emphasis on implication for developing early childhood educational instructional programs. Prerequisite: SEPY 705.

742. Advanced Study of Early Childhood Curricula and Program Models (3) An analysis of early childhood program models and curricula with theoretical orientation, related research, societal needs, and the student's philosophy of education. Prerequisite: SECH 740.

744. Advanced Study of Language Development and Communication Skills in Early Childhood Education (3) Provides classroom teachers with an overview of the development of language and communication skills in children, birth through eight.

750. Play Theory and Early Learning (3) Theory, research and practices related to the play of young children in various instructional settings.

794. Types of Early Childhood Centers (3) An overview of the function, funding, management and organization of the many varied programs for young children, including research centers, private and agency controlled schools.

797. Seminar in Early Childhood Education (3) Synthesis of development, curriculum, cognition and related issues in early childhood education. Prerequisites: degree candidacy in early childhood education and 21 graduate hours completed.

811. Current Trends and Issues in Early Childhood Education (3) Early childhood education is a new, developing and rapidly changing field; this course presents an evaluation of current programming. Extensive use will be made of ERIC and similar services. An analysis of what is taking place currently in various innovative and experimental centers.

Elementary Education (SEDL)

515. Science in the Elementary School (3) Reinforces the science background of practicing elementary teachers. Innovations are examined. Emphasis is placed on methods, materials, community resources and evaluation procedures.

642. Teaching Mathematics to Young Children (3) Analysis of a developmental approach to teaching children under the age of nine.

645. Diagnostic Teaching of Arithmetic (3) Analysis of the concepts and skills of arithmetic in the school mathematics curriculum; exploration of diagnostic-prescriptive teaching methods.

670. Language Arts in the Elementary School (3) Content, goals and methods of teaching language arts in the elementary schools. Emphasis on the teaching of oral and written expression and listening.

715. The Elementary School Curriculum (3) Critical study of the modern elementary school curriculum.

717. Curriculum Problems in the Elementary School (3) A careful examination of the persistent problems of elementary schools (grouping, promotions, etc.) and the best solutions in terms of research findings and expert opinion. Prerequisite: SEDL 715.

720. Middle Organization and Curriculum (3) An overview of the development of the middle school, history, purposes and organization and an in-depth analysis of middle school organization and curriculum. The characteristics of middle school students, methods of evaluating students, and the overall curricular program are also considered.

745. Teaching Elementary Problem Solving, Geometry, and Measurement Topics (3) Analysis of the school curriculum and instructional methods in the designated areas of mathematics; exploration of appropriate outcomes of instruction.

760. Implementing Social Studies in the Elementary/Middle School (3) The selection of teaching procedures and instructional materials used to teach social studies in the elementary school will be investigated.

780. Seminar in Elementary Education (3) Students will synthesize their graduate studies for a master's degree in elementary education. Prerequisites: 24 semester hours of credit earned as specified on the master's degree program of study.

Education (SDEU)

632. Field Problems in Education I (3) Selected educational problems will be identified and explored and probable solutions developed. Emphasis will be on providing practicing school personnel an opportunity to work cooperatively, under supervision, toward solutions to problems that are of immediate concern to them. Activities will include seminars, review of literature, observations, case studies, materials development and other applicable approaches. Emphasis will be placed on the development of a comprehensive proposal designed to alleviate or solve problems identified.

Foundations of Education (SEFN)

744. Philosophy and Education (3) The functional considerations governing educational theories and practices.

Educational Psychology (SEPY)

705. Human Growth and Development (3) Overview of the contributions of the biological and social sciences to an understanding of the mental, emotional, social and physical development of children and adolescents. Study of behavior and behavior problems.

Reading Education (SERD)

730. Introduction to Teaching Reading in the Content Areas (3) A survey of the strategies and materials that facilitate students' reading and study skills in the content area classroom. For reading personnel and content area teachers at the middle and high school level.

Research and Measurement in Education (SERM)

700. Introduction to Research in Education (3) Emphasis on the major methods and techniques of research employed by students of education. Prerequisite: full admission to graduate standing or permission of instructor.

Instruction and Teacher Education (SETE)

531. Microcomputers and Instruction (3) Educational uses of microcomputers, including BASIC, Logo and instructional software. For educators with no computer experience.

610. Integrated Reading and Writing Instruction (3) Theoretical bases and techniques for teaching reading and writing in the elementary school, using multiple subject areas.

701. Selected Topics in Teaching Science (3) Primarily for elementary, secondary and middle school teachers. Teachers at other levels may be accepted.

755. Teaching Environmental Education (3) Rationale and strategies for teaching environmental education.

760. Issues in Writing Instruction (K-12) (6) Issues in the teaching of writing, with emphasis on classroom applications K-12 and program development.

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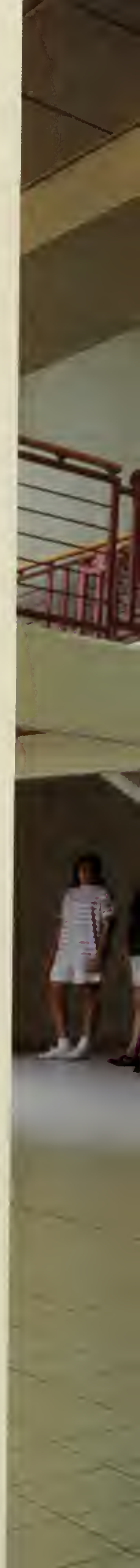

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